DOCUMENT RESUME

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ABSTRACT

The Adult Career Planning Inventory (ACPI) was designed to elicit from clients their self-perceptions of aptitudes, interests, past experience, physical abilities, and education, and to compare these perceptions with actual job requirements as taken from the Dictionary of Occupational Titles (DOT). The ACPI is a reusable eight-page booklet (enclosed) of statements, preferences, and interests which might apply to a client. Answers are recorded on a computer card to be processed, whereupone client receives results in the form of a one-page summary profile that may include up to twelve computer-originated additional job possibilities and an explanation sheet. The client may then examine the results either alone or with a counselor's help, the counselor having access to the forty-page Administration and Interpretation Guide (enclosed, as is also the Spanish version of the ACPI). The guide includes interfacing with all appropriate information components of the California Occupational Information System. All adults wanting help with education and career planning can use ACPI and can use the results to make more informed and realistic occupational decisions through the matching of client characteristics with DOT information, and the deliberate exclusion of any bias based on sex, culture, or handicap. The ACPI was field tested with 1,500 individuals before final approval, while third party evaluation (summary enclosed) found the materials professionally done, replicable, and meeting or exceeding expected objectives. (CP)

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ED178707

A CAREER PLANNING INVENTORY FOR ADULTS

April 1, 1978 - June 30, 1979
#36-10363-3-8-913

San Bernardino County Schools Office

Robert Ciauri, Director
Jeff Gaulke, Associate Director

CE 022 390

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ADULT CAREER PLANNING INVENTORY EXECUTIVE SUMMARY OUTLINE

I. MATERIALS DEVELOPED AND AVAILABLE

A. A reusable eight-page questionnaire designed for use with a computer scored response card.

B. Results are returned to the client and counselor in the form of a tri-copy profile.

C. A comprehensive Administration and Interpretation Guide developed for use by anyone administering the Adult Career Planning Inventory or interpreting its results.

D. Each student receives a one page explanatory leaflet along with their profile.

E. A Spanish version of the above instruments is also available.

II. HOW INVENTORY IS USED

A. For use with all adults wanting help with education and career planning.

B. Much more than just an interest inventory.

C. Gives the client information to make more informed and realistic occupational and career decisions.

D. Provides the counselor with the information necessary to assist the client in making decisions and plans.

E. Matches client characteristics, interests, and needs with occupational requirements.

F. Summarizes education and career plans while comparing abilities, interests, self-perceptions, and education plans with Dictionary of Occupational Titles (D.O.T.), information and job characteristics (SVP, GED, physical requirements and demands, worker trait groups, working conditions).

G. Includes an Industry-Occupational Matrix line number (IOM) reference for statewide occupational demand projections.

III. WORKSHOP PRESENTATIONS

Contact has been made with various professional organizations including: California Association of Work Experience Educators (CAWEE), California Association of Regional Occupational Programs/Centers (CAROC/P), Adult Education, California Personnel and Guidance Association (CPGA), and American Personnel and Guidance Association (APGA), regarding presentation of the Adult Career Planning Inventory at regional and state workshops and conventions.

PROJECT ACTIVITIES REVIEW

The Adult Career Planning Inventory was designed to give a comparison between client self-perceptions of aptitudes, interests, past experience, physical abilities, and education with actual job requirements taken from the 4th Edition Dictionary of Occupational Titles, (DOT).

The Inventory is a reusable eight-page booklet designed for use with a computer card. Upon completion, the card is processed using programs developed by Ventura County Regional Data Processing Center. The client, having taken the Adult Career Planning Inventory, receives his/her results in the form of a one-page summary profile. The profile was designed to give the client a summary of the responses, and a comparison of these items to specific job requirements as found in the Dictionary of Occcupational Titles. The client is then able to examine self-perceptions with job facts and requirements. This can be done with the help of a counselor or independently using a one-page Profile Explanation Sheet that is distributed when the results are returned. The Profile Explanation Sheet was developed for use by clients, and to aid counselors in the explanation and interpretation of the Career Planning Profile. Even though this sheet can guide the individual when interpreting his/her own results, it is recommended that a counselor be present to answer questions that might arise concerning results and their interpretation.

A forty-page Administration and Interpretation Guide was also developed for use by anyone administering the Adult Career Planning Inventory or interpreting the results. This Guide offers suggestions for administration along with an in-depth explanation of every entry on the Career Planning Profile.

Although a single page Profile Explanation Sheet is available to anyone taking the Adult Career Planning Inventory, it is recommended that all those interpreting results be familiar with the Administration and Interpretation Guide, and its many uses. The one-page explanation sheet gives a simple interpretation of the profile, while the Guide offers a much more detailed, thorough description, particularly of the Dictionary of Occupational Titles, (DOT) information included on the Profile.

OBJECTIVES

These are the objectives as written in the original project proposal.

Instrument Development

1. The secondary school edition of the Career Planning Inventory shall be modified and adopted to accommodate its' use by adults of both sexes and with groups to include handicapped, disadvantaged, and LES/NES populations. A Spanish version will also be developed.

Review & Field Testing

2. The adult versions of the CPI shall be reviewed by a panel of experts and field tested with 1,500 individuals from groups in San Bernardino and Riverside Counties.

Data Processing

3. A data processing program shall be designed and tested to accommodate the identification of discreet differences between responses by sex and by special needs groups as each relates to the instrument items.

Dissemination Process

4. A client oriented data feedback process shall be designed and tested for its use as a tool by counselors to aid individual students and clients in making vocational and career decisions based upon sex bias free and culture bias free information or alternative career and occupational choices which include non-traditional occupations and are matched to personal traits and characteristics.

Administration Process

5. An Administrators Handbook shall be prepared and will include all essential information for administering the data and shall include interfacing with all appropriate information components of the California Occupational Information System (COIS).

Final Project Processes

6. The final project processes and products shall be developed and packaged in a manner that will insure replicability in all areas of the State.

ACTUAL OBJECTIVE OUTCOMES

Objective 1 - Instrument Development

The final form of the Adult Career Planning Inventory is complete. It is a reusable, eight-page booklet designed to be used in conjunction with a data processing response card.

It is much more than just a modification of the secondary version of the CPI. A few items in the instrument are similar to the secondary version, however, the bulk of the instrument is entirely new.

The Adult CPI was designed to offer adults including male/female, handicapped, disadvantaged, and LES/NES population, a sex bias free and culture bias fre career planning assessment instrument. There is also a Spanish version available.

Objective 2 - Review and Field Testing

The following agencies from both San Bernardino and Riverside Counties have reviewed and/or participated in the field testing of the Adult Career Planning Inventory: Employment Development Department, Educational Assessment Center (CETA), California Rehabilitation Center in Norco, Patton State Hospital, San Bernardino City Adult Education, Riverside City Adult Education, San Bernardino Valley College, College of the Desert, Mt. San Jacinto College, Chaffey College, San Bernardino Job Corps Center, Operation Second Chance, Abraham Lincoln Continuation High School - Riverside, Barstow High School ROP Classes, and selected classes from California State College at San Bernardino and University of Redlands.

The Adult CPI was administered for the most part by on-site personnel from the preceeding agencies and institutions after an in-service by Adult CPI project personnel on administration and interpretation techniques. As indicated in the Administration and Interpretation Guide, the field test groups were kept to a maximum of 30 to 35 people at one time. Administration time varied from 20 to 35 minutes.

Objective 3 - Data Processing

Jack Totheroh and Ted Collins of the Ventura County Regional Data Processing Center, developed the computer program for the Adult Career Planning Inventory.

Several meetings were held between Ventura and Project Personnel to discuss inventory terminology, format, programming, and card design.

The occupations list included on the Adult CPI and the computer program, was developed by the Employment Development Department. It offers a selection of 329 job titles that are the majority of employment opportunities in the State of California. All of these titles are contained within the computer program and available for printout along with the appropriate Dictionary of Occupational Titles (DOT) information.

Objective 4 - Dissemination Process

Individuals taking the Adult CPI receive a copy of their results printed on a Career Planning Profile. The Profile lists all the client's responses from the Adult CPI, plus the Dictionary of Occupational Titles information for the occupations chosen by the individual and those picked out by the computer as other occupations to explore.

The computer picks out anywhere from one to twelve jobs that were not selected or might not have been thought of by the client. These additional occupational listings are based on client responses to items concerning Education, both past and future, job interest, and desired job characteristics. All the DOT information that pertains to Specific Vocational Preparation Time, General Education Development levels, Physical Demands and Working Conditions are included on the profile, as well as an Industry Occupational Matrix (IOM) page number which gives a five-year job projection figure. When it becomes available, the 4th edition Dictionary of Occupational Titles, Worker Trait Group number will be included on the profile. Reference to this number will provide a list of additional occupations which have similar characteristics and physical demands to those indicated by the client and the computer on the profile.

Objective 5 - Administration Process

An Administration and Interpretation Guide was developed for use by all personnel involved in administering and interpreting the Adult CPI. The Guide gives suggestions and instructions for administering the Adult CPI, and also provides a complete explanation of the Career Planning Profile Data.

Included within the Guide are an explanation of each item on the Career Planning Profile, including all client responses and DOT information. Along with these explanations there are comparison guides showing how client responses are matched and compared to specific job information listed from the Dictionary of Occupational Titles (DOT).

ANTICIPATED OUTCOME VERSUS ACTUAL OUTCOME

The anticipated outcomes as listed in the original project proposal were all realized. There were no changes required, because all project objectives were met or exceeded.

Project Dissemination

A Phase II Adult CPI Project involving in-service and dissemination to adult serving agencies throughout the state was submitted, but not funded. However project staff have met with representatives of various state, adult serving agencies in Sacramento to inform them of the Adult CPI and the availability of copies as long as our present supply lasts. During these meetings, other funding possibilities for the coming year was explored.

On the local level, major agencies including State, County and Federal have been informed of the availability of Adult CPI material and the proper requisition procedures.

Follow-Up Activities

As previously stated, a Phase II, Adult CPI In-Service and Dissemination project was not funded. However, had it been approved, Project personnel would have begun a statewide in-service and dissemination of the Adult CPI. Representatives of all major adult serving agencies throughout the state would have been invited to arrange meetings with appropriate personnel from these agencies for in-service by Project staff on the administration, interpretation, and dissemination of the Adult Career Planning Inventory.

Internal Evaluation

The Adult CPI was evaluated for sex bias and culture bias by Connie Gibson and other staff members of the California State Department of Education.

Walt Anderson, San Bernardino Valley College, and John Burns, San Bernardino City Unified School District were the project third party evaluators. They continually reviewed the project for language and technical construction.

Along with the above mentioned evaluators, agency representatives and clients participating in field testing were asked to review the Adult CPI for sex bias, culture bias, content and format. They were also encouraged to offer any suggestions which might make the instrument more beneficial to the individuals using it.

The project staff felt that the knowledge and experience possessed by these agency representatives would be a valuable resource in the overall development and evaluation of the Adult Career Planning Inventory.

Jack Totheroh, Ted Collins, from Ventura County Data Processing Center, and staff from the California Occupational Information System (COIS) were continually reviewing and modifying the computer program and project material for the Adult CPI. Their assistance facilitated the adaption of 4th Edition Dictionary of Occupational Titles data into the Adult CPI project.

Project Observation

The Adult CPI is an excellent instrument and all materials developed in the project are outstanding. Only through formal dissemination and "training of trainers" throughout the state could the project be more successful.

THIRD PARTY EVALUATIONS

DO NOT FILM

My evaluation of the Adult Career Planning Inventory is achieved by comparing the stated objectives with the project outcome.

Objective 1. - Instrument Development

The Adult Career Planning Inventory has been designed for use by all adults, including disadvantaged, handicapped, and LES/NES populations. I feel that it is much more complete, and offers more of a service to adults that the original secondary version.

Objective 2. - Review and Field Testing

We have had people from within our educational institution review the Adult C.P.I. and they all agree that it will be a valuable tool in working with adults.

A review of the records shows that the target pilot population of 1500 individuals has been met. Many agencies such as Adult Education, E.D.D., C.E.T.A., and Operation Second Chance from both Riverside and San Bernardino Counties have participated in the field testing. The Adult C.P.I. was administered to all minorities, including handicapped individuals.

Objective 3. - Data Processing

The field test has included a representative sample from the various minority groups including the handicapped. All have been pleased with their results and feel they have been of help in making decisions regarding career planning.

Objective 4. - Dissemination Process

The client receives a printout in the form of a profile. The profile includes all the client's responses from the CPI, plus job requirements for the jobs the client chose along with alternative job titles kicked out by the computer. This information is then interpreted to the client on an individual and/or small group basis by the counselor.

Objective 5. - Administration Process

An Interpretation Guide has been developed for use by administrators and interpretors of the Adult CPI. The Guide gives suggestions for administration of the Adult C.P.I., plus in-depth interpretation of the Adult C.P.I. Profile. Along with the Guide a one-page client profile interpretation sheet has been developed for use by the individual who has taken the Adult C.P.I. This interpretation sheet is given to the client along with their profile.

Summary

I have reviewed all completed Adult C.P.I. materials.

I have been involved in the development of the Adult C.P.I. from its inception and feel that it will become one of the outstanding adult assessment instruments available.

All materials are professionally done and replicable to all areas and populations in the state.

It has been a pleasure to be associated with project personnel in such a worthwhile activity.

John Burns - 7/9/79.

JOHN BURNS, PRINCIPAL
San Bernardino Adult School
Adult C.P.I. Third Party Evaluator

Third Party evaluation based on Project Objectives

Instrument Development

As stated in the first objective, the secondary C.P.I. was modified to accommodate its use by all adults.

However when used by upper-class secondary students, it proved to be of more value in assisting them with their career planning, than the original secondary version.

Review of Field Testing

The goal of 1500 field test clients has been met. 750 from San Bernardino and 750 from Riverside Counties, with equal male/female representation. This sample also includes a significant number of handicapped and disadvantaged. Personnel from numerous community agencies have reviewed and participated in the pilot testing.

Data Processing

Ventura County Regional Data Processing Center has developed a set of computer tapes for potential use by agencies involved with the Adult C.P.I.

Dissemination Process

Everyone who is administered the Adult C.P.I. receives their results in the form of a "Career Planning Profile". This profile includes all the information the individual has reported concerning themselves and their aptitudes, abilities, and job preferences. It also offers a few other job possibilities picked out by the computer.

A section is also included which lists all the job requirements such as, physical abilities, training time, and aptitudes for comparison with the individual's responses.

Administration Process

The Administration and Interpretation Handbook includes everything needed to administer and interpret the Adult Career Planning Inventory. Along with the complete Guide, a one page profile explanation sheet has been developed for distribution to everyone who takes the Adult C.P.I. This allows the individual to interpret their own Career Profile when a counselor is not available to assist them.

Walt Anderson

WALT ANDERSON,
Work Experience Coordinator
San Bernardino Valley College
Adult C.P.I. Third Party Evaluator

Adult Career Planning Inventory

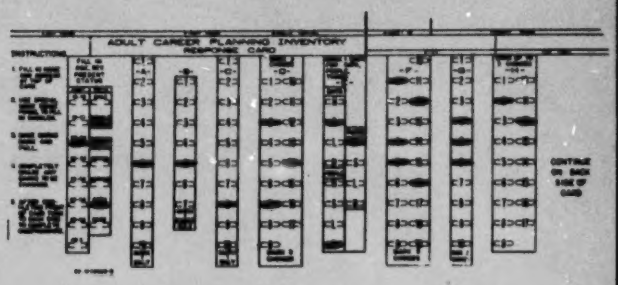
This is a Career Planning Inventory — **IT IS NOT A TEST.**

The following items concern your education and work plans. **EACH ITEM IS IMPORTANT.**

Your responses will help identify your educational and career goals, and provide information about occupational areas in which you express an interest.

INSTRUCTIONS:

1. **READ EACH ITEM CAREFULLY BEFORE RESPONDING.**
2. **MARK ALL RESPONSES ON YOUR RESPONSE CARD, USING A SPECIAL MARK SENSE PENCIL.**
3. **ERASE COMPLETELY ANY STRAY MARKS OR RESPONSES YOU WISH TO CHANGE.**
4. **PRINT YOUR NAME, ADDRESS, AND ZIP CODE AT THE TOP OF THE RESPONSE CARD.**
5. **INDICATE WHETHER OR NOT YOU ARE PRESENTLY: ATTENDING SCHOOL, WORKING, BOTH, OR NONE.**
6. **FILL IN YOUR SEX AT THE LEFT SIDE OF THE RESPONSE CARD. (TO BE USED FOR STATISTICAL PURPOSES ONLY.)**
7. **REMEMBER, IT IS VERY IMPORTANT THAT ALL BUBBLES BE FILLED IN COMPLETELY. IF THEY ARE NOT DARK AND COMPLETELY FILLED IN, YOUR RESULTS WILL NOT BE ACCURATE.**
8. **BE SURE TO MARK THE CORRECT NUMBER OF RESPONSES FOR EACH ITEM.**
   IF AN ITEM SAYS, "MARK ONE ONLY" – FILL IN ONLY ONE BUBBLE.
   IF IT SAYS, "MARK 3 CHOICES" – FILL IN THREE BUBBLES.
   IF IT SAYS, "MARK UP TO 3 CHOICES" – YOU CAN CHOOSE ONE, TWO, OR THREE, OR UP TO WHATEVER NUMBER IS INDICATED.



A. MY HIGHEST LEVEL OF EDUCATION OR TRAINING COMPLETED IS: (SELECT ONE)

1. Grade School
2. Some High School
3. High School Graduate
4. Apprenticeship
5. Private Vocational or Technical School
6. Some Community College
7. Community College Graduate
8. Some Four-Year College
9. Four-Year College Graduate
10. University or College Graduate School

B. MY FUTURE EDUCATIONAL OR TRAINING GOAL IS: (SELECT ONE)

1. G.E.D. (High School Equivalency Test) or High School Diploma.
2. Apprenticeship
3. Private Vocational or Technical School Certificate
4. Community College Certificate or Degree
5. Four-Year College Degree
6. University or College Graduate School
7. No further education or training planned

C. I WOULD BE ABLE TO SPEND THE FOLLOWING AMOUNT OF TIME TRAINING FOR THE OCCUPATION I CHOOSE: (SELECT ONE)

1. Short demonstration only.
2. Up to 30 days.
3. 30 days to 3 months.
4. 3 months to 6 months.
5. 6 months to 1 year.
6. 1 year to 2 years.
7. 2 years to 4 years.
8. 4 years to 10 years.
9. Over 10 years.
10. No time presently planned.

D. THE FOLLOWING TYPES OF WORK WHICH ARE OF MOST INTEREST TO ME AT THIS TIME ARE: (SELECT THREE)

1. **ART** — (Painter, Photographer, Designer, Architect, etc.)
2. **BUSINESS RELATIONS** — (Accounting, Computer Programmer, Auto Sales, Real Estate Sales, Supermarket Manager, etc.)
3. **CLERICAL WORK** — (Bank Teller, Secretary, Telephone Operator, Grocery Clerk, etc.)
4. **COUNSELING, GUIDANCE, SOCIAL WORK** — (Counselor, Recreation Worker, Child Care Worker, Correctional Officer, etc.)
5. **TRADES** — (Plumber, Carpenter, Mechanic, Cook, Welder, Service Station Attendant, Sheet Metal Worker, etc.)
6. **EDUCATION** — (Teacher, Career Information Technician, Vocational Education Instructor, etc.)
7. **AGRICULTURE** — (Animal Keeper, Gardener, Crop Grower, Logger, Poultry Rancher, etc.)
8. **INSPECTING/TESTING** — (Test Driver, Component Inspector, Materials Inspector, etc.)
9. **LAW/LAW ENFORCEMENT** — (Police Officer, Security Guard, Firefighter, Border Patrol Officer, etc.)
10. **ENGINEERING** — (Civil Engineer, Surveyor, Industrial Engineer, Drafter, etc.)
11. **ENTERTAINMENT** — (Actor, Actress, Model, Dancer, Professional Athlete, etc.)
12. **PUBLIC/PERSONAL SERVICE** — (Barber, Cosmetologist, Custodian, Messenger, Waitress, Exterminator, Waiter, etc.)
13. **TRANSPORTATION** — (Airline Flight Attendant, Bus Driver, Ambulance Driver, Stevedore, Truck Driver, etc.)
14. **MACHINE WORK** — (General Machine Operator, Machinist, Mold Setter, Set-Up and Adjustment Worker, etc.)
15. **MATHEMATICS/SCIENCE** — (Map Maker, Statistician, Geologist, Biologist, etc.)
16. **WRITING** — (Reporter, Freelance Writer, Translator, Technical Writer, etc.)
17. **MEDICINE/HEALTH** — (Athletic Trainer, Dental Assistant, E.E.G. Technician, Medical Lab Worker, Nurse's Assistant, X-Ray Technician, etc.)

E. ALL JOBS INVOLVE WORKING TO SOME DEGREE WITH DATA, PEOPLE, OR THINGS. THE FOLLOWING EXAMPLES WILL HELP YOU UNDERSTAND WHAT WORK IN THESE THREE AREAS INVOLVES.

DATA –

In working with "data" you may be asked to study and examine information, plan the time and place of an event, copy in a log book, gather data, or work with arithmetic problems.

PEOPLE –

Working with "people" involves such things as helping others with problems, exchanging ideas, teaching, entertaining, selling or persuading, serving people as restaurant worker, airline attendant, and health aide.

THINGS –

Working with "things" can include setting up and operating machines, using your hands to create something, driving or repairing equipment, or transporting, moving, and handling objects.

INDICATE THE AMOUNT OF INTEREST YOU HAVE IN WORKING IN OCCUPATIONS THAT INVOLVE "DATA," "PEOPLE," AND "THINGS" BY FILLING IN THE APPROPRIATE BUBBLE FOR EACH OF THE THREE AREAS BELOW.

DATA	PEOPLE	THINGS
H = High Interest	H = High Interest	H = High Interest
S = Some Interest	S = Some Interest	S = Some Interest
L = Little Interest	L = Little Interest	L = Little Interest
N = No Interest	N = No Interest	N = No Interest

F. I WOULD LIKE A CAREER WITH THE FOLLOWING CHARACTERISTICS: (SELECT FIVE)

1. Assuming responsibility.
2. Directing activities of others.
3. Working under close supervision.
4. Performing the same task over and over.
5. Competing with others for recognition and advancement.
6. Working with details — numbers, written materials, or technical data.
7. Seeing the physical results of work.
8. Using my own ideas.
9. Helping people.
10. Working independently.
11. Working as part of a team.
12. Working where physical strength and endurance are required.
13. Working overtime or other than regular business hours.
14. Working with ideas to solve problems.
15. Getting along with others.
16. Working with things using manual skills.
17. Working at one place or confined to a work area.
18. Working in different locations.
19. Motivating and influencing others.

G. I BELIEVE THAT SOME OF MY STRONGEST APTITUDES (OR TALENTS) ARE MY ABILITY TO: (SELECT THREE)

1. "Catch on" or understand instructions.
2. Understand the meaning of words and to use them well.
3. Solve arithmetic problems quickly and accurately.
4. Picture something in my mind from a drawing, to see how the parts of things will fit together, and how the whole object will look.
5. Do physical work involving lifting or moving.
6. See differences and details in objects.
7. Pick out and copy letter and number combinations quickly and accurately.
8. Coordinate eye and hand movements.
9. Work rapidly with small objects.
10. Work with my hands easily and skillfully.

H. MOST OF MY PAST WORK EXPERIENCE HAS BEEN IN THE FOLLOWING OCCUPATIONAL AREA(S): (SELECT UP TO THREE)

1. **ART** — (Painter, Photographer, Designer, Architect, etc.)
2. **BUSINESS RELATIONS** — (Accounting, Computer Programmer, Auto Sales, Real Estate Sales, Supermarket Manager, etc.)
3. **CLERICAL WORK** — (Bank Teller, Secretary, Telephone Operator, Grocery Clerk, etc.)
4. **COUNSELING, GUIDANCE, SOCIAL WORK** — (Counselor, Recreation Worker, Child Care Worker, Correctional Officer, etc.)
5. **TRADES** — (Plumber, Carpenter, Mechanic, Cook, Welder, Service Station Attendant, Sheet Metal Worker, etc.)
6. **EDUCATION** — (Teacher, Career Information Technician, Vocational Education Instructor, etc.)
7. **AGRICULTURE** — (Animal Keeper, Gardener, Crop Grower, Logger, Poultry Rancher, etc.)
8. **INSPECTING/TESTING** — (Test Driver, Component Inspector, Materials Inspector, etc.)
9. **LAW/LAW ENFORCEMENT** — (Police Officer, Security Guard, Firefighter, Border Patrol Officer, etc.)
10. **ENGINEERING** — (Civil Engineer, Surveyor, Industrial Engineer, Drafter, etc.)
11. **ENTERTAINMENT** — (Actor, Actress, Model, Dancer, Professional Athlete, etc.)
12. **PUBLIC/PERSONAL SERVICE** — (Barber, Cosmetologist, Custodian, Messenger, Waitress, Exterminator, Waiter, etc.)
13. **TRANSPORTATION** — (Airline Flight Attendant, Bus Driver, Ambulance Driver, Stevedore, Truck Driver, etc.)
14. **MACHINE WORK** — (General Machine Operator, Machinist, Mold Setter, Set-Up and Adjustment Worker, etc.)
15. **MATHEMATICS/SCIENCE** — (Map Maker, Statistician, Geologist, Biologist, etc.)
16. **WRITING** — (Reporter, Freelance Writer, Translator, Technical Writer, etc.)
17. **MEDICINE/HEALTH** — (Athletic Trainer, Dental Assistant, E.E.G. Technician, Medical Lab Worker, Nurse's Assistant, X-Ray Technician, etc.)

Turn over response card and continue.

I. DO YOU HAVE LIMITATIONS IN DOING ANY OF THE FOLLOWING PHYSICAL ACTIVITIES? (SELECT ALL THAT APPLY)

0. I have no physical limitations
1. Stooping and kneeling
2. Crouching and crawling
3. Climbing and Balancing
4. Reaching
5. Working with my hands
6. Speaking
7. Hearing
8. Seeing

J. HOW MUCH LIFTING, CARRYING, PUSHING, OR PULLING ARE YOU PHYSICALLY ABLE TO DO? (SELECT THE GREATEST AMOUNT YOU CAN DO)

1. None or very little
2. Light — Occasionally up to 20 lbs.
3. Medium — Occasionally up to 50 lbs.
4. Heavy — Occasionally up to 100 lbs.
5. Very Heavy — Occasionally over 100 lbs.

K. I WOULD PREFER TO WORK: (SELECT ONE)

1. Inside
2. Outside
3. Both Inside and Outside

L. ANSWER THIS QUESTION ONLY IF PRESENTLY UNEMPLOYED.
IS THERE ANY REASON WHY YOU WOULD NOT BE ABLE TO WORK AT THIS TIME?

1. Yes
2. No

M. DO YOU HAVE RELIABLE TRANSPORTATION TO AND FROM TRAINING OR WORK?

1. Yes
2. No

N. I WOULD LIKE INFORMATION ON: (SELECT UP TO FOUR)

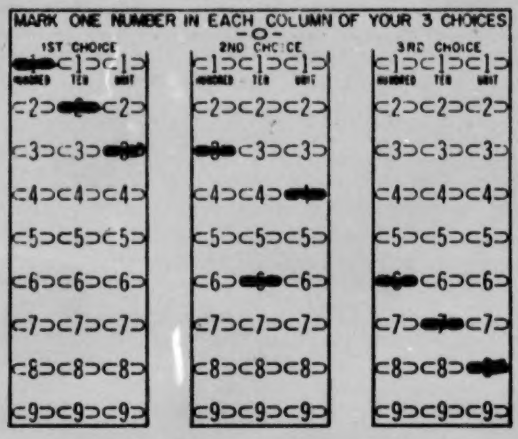
1. High School Diploma or G.E.D. Programs.
2. Community College, Four-Year College, Private Vocational or Technical School, Graduate School Programs.
3. Understanding my interests, aptitudes, and values.
4. Making career or occupational decisions.
5. Planning for an occupation and/or career.
6. Knowing where to look for a job.
7. Knowing how to apply and/or interview for a job.
8. Knowing how to succeed on the job.
9. Personal, family, or financial concerns.

O. FROM THE FOLLOWING OCCUPATIONAL OR CAREER AREAS, CHOOSE THE THREE SPECIFIC JOB TITLES THAT INTEREST YOU MOST. BASE THESE CHOICES ON YOUR PRESENT OCCUPATIONAL OR CAREER GOALS AND OBJECTIVES. MARK THE THREE-DIGIT NUMBER IN FRONT OF EACH OF THE THREE JOB TITLES ON YOUR RESPONSE CARD AS ILLUSTRATED IN THE EXAMPLE. IF THE JOBS IN WHICH YOU ARE MOST INTERESTED ARE NOT LISTED, CHOOSE A CLOSELY RELATED JOB TITLE. ALTHOUGH IT MAY NOT BE EXACTLY THE TITLE YOU WANT, THE JOB WILL PROBABLY HAVE SIMILAR REQUIREMENTS. BE SURE TO FILL IN THREE BUBBLES FOR EACH JOB CHOICE. THERE SHOULD ONLY BE ONE MARK IN EACH COLUMN OF THE THREE JOB CHOICES. THIS WILL MAKE A TOTAL OF NINE MARKS.

ADULT CAREER PLANNING INVENTORY
RESPONSE CARD
BACK SIDE

Example:

First Choice	#123
Second Choice	#364
Third Choice	#678



THE LIST OF OCCUPATIONS BEGINS ON THE NEXT PAGE.

OCCUPATIONS

ART

114 Artist
124 Cartoonist
128 Commercial Artist
132 Display Worker
136 Fashion Illustrator
138 Fashion Designer
142 Floral Designer/Florist
148 Industrial Designer
154 Interior Design Decorator
158 Landscape Architect
162 Medical Illustrator
166 Movie Camera Operator
176 Photographer
178 Sign Painter

BUSINESS RELATIONS

111 Accountant
113 Actuary (Clerk, Registrar)
115 Advertising Worker
117 Auctioneer
119 Automobile Salesperson
123 Auto Parts Salesperson
127 Financial Institutions Manager
129 Claims Adjuster
133 Claims Examiner
137 Computer Operator
141 Computer Programmer
145 Credit Manager
149 Department Store Buyer
151 Executive Housekeeper
153 Hotel Manager
155 Industry Traffic Manager
157 Insurance Sales Agent
159 Keypunch Operator
163 Manufacturer's Sales Rep.
165 Marketing Research Worker
167 Office Manager
171 Public Administrator
173 Public Relations Worker
175 Purchasing Agent
177 Real Estate Appraiser
179 Real Estate Salesperson
181 Restaurant Manager
183 Right of Way Agent
185 Stockbroker
187 Supermarket Department Head
189 Supermarket Manager
191 Systems Analyst
193 Travel Agent
195 Underwriter (Insurance)
197 Wholesale Salesworker

CLERICAL WORK

211 Bank Clerk
215 Bank Teller
219 Bookkeeper
221 Cashier
229 Clerk Typist
239 Court Reporter
241 Duplicating Machine Operator
243 File Clerk
225 General Office Clerk
245 Grocery Clerk
247 Hotel/Motel Clerk
249 Receptionist
251 Retail Sales Clerk
257 Secretary
259 Shipping and Receiving Clerk
261 Statistical Clerk
265 Stock Clerk
267 Telephone Operator
269 Typesetter

COUNSELING, GUIDANCE, SOCIAL WORK

273 Child Care Worker
279 Correctional Officer
287 Employment Interviewer
291 Psychologist
293 Recreation Leader
277 Counselor
283 Criminologist
295 Social Service Aide
297 Social Worker
299 Sociologist

TRADES

311 Air Cond./Refrig./Heating Mechanic
315 Aircraft Mechanic
319 Aircraft Parts Assembler
323 Appliance Service Technician
327 Asbestos/Insulating Worker
331 Auto Body Mechanic
335 Automobile Mechanic
339 Automobile Painter
343 Auto Service Advisor
347 Auto Transmission Mechanic
351 Bicycle Repairer
355 Boilermaker
359 Bookbinder
361 Bowling Machine Mechanic
365 Bricklayer
369 Business Machine Repairer
373 Cabinet Maker
377 Carpenter
381 Cement Mason
385 Commercial Diver
389 Compositor/Typesetter
393 Computer Repair Tech.
397 Construction Inspector
314 Contractor
316 Cook
318 Diesel Mechanic
322 Dressmaker
324 Electric/Electronic Assem.
326 Electrician
328 Electric Sign Repairer
334 Electroplater
336 Elevator Constructor
338 Farm Equipment Mechanic
342 Floor Covering Installer
344 Foundry Worker
346 Furniture Upholsterer
348 Glazier
352 Gunsmith
356 Heavy Equipment Operator
358 Industry Machine Mechanic
364 Instrument Repairer
366 Iron Worker
368 Jeweler
372 Lather
374 Laundry/Dry Cleaner Worker
376 Lithographic Painter
378 Locksmith
382 Millwright
384 Motor Boat Mechanic
386 Motorcycle Mechanic
388 Musical Instrument Repairer
392 New Car Get Ready Worker
394 Oil Field Worker
396 Painter/Paper Hanger
398 Photoengraver
412 Photo Lab Technician
414 Plasterer
416 Plumber
418 Power Truck Operator
422 Printing Press Operator
424 Roofer
426 Service Station Attendant
428 Sewing Machine Operator
432 Sheet Metal Worker
434 Shoe Repairer
436 Stationary Engineer
438 Stone Cutter/Carver
442 Switchboard Repairer
444 Tailor
446 Telephone Installer
448 Telephone Line Worker
452 Tile Setter
454 Tool and Die Maker
456 Tool Programmer
458 Truck/Bus Mechanic
462 T.V./Radio Repair Technician
464 Vending Machine Mechanic
466 Waste-Water Plant Operator
468 Watch Repairer
472 Welder

EDUCATION

474 Career Information Technician
476 Elementary Teacher
478 Flying Instructor
482 Nursery School Teacher
486 College Teacher
488 Teacher's Aide
492 Teacher, Exceptional Child
494 Training Supervisor
496 Secondary Teacher

AGRICULTURE

411 Agronomist (Field, Crop, Soil Spec.)
415 Animal Keeper

419 Commercial Fisher
423 County Agriculture Agent
427 Crop and Fruit Grower
431 Dairy/Livestock Farmer
435 Enologist (Winemaker)
439 Farrier (Blacksmith)
443 Fish and Game Warden
447 Forester
455 Forestry Technician
459 Gardener/Grounds Keeper
461 Horse Trainer/Breeder
463 Horticulturist (Plant Grower)
465 Logger/Lumberjack
467 Nursery Worker/Landscaper
469 Park Ranger
471 Poultry Rancher
473 Soil Conservationist
475 Wood Technologist

INSPECTING/TESTING

481 General Inspector
479 Health Regulatory Inspector

LAW/LAW ENFORCEMENT

485 Border Patrol Officer/Immigration Agent
487 F.B.I. Agent
489 Firefighter
491 Lawyer
493 Legal Assistant
495 Police Officer
497 Probation Officer/Parole Agent
499 Security Guard

ENGINEERING

514 Aerospace Engineer
518 Architect
528 Chemical Engineer
534 Civil Engineer
538 Drafting Technician
544 Drafter
548 Electrical Engineer
554 Electronics Technician
558 Industrial Engineer
564 Mechanical Engineer
566 Metalurgical Engineer
568 Naval Architect
576 Surveyor
578 Tool Designer

ENTERTAINMENT

582 Actor/Actress
584 Cinematographer/Movie Maker
586 Dancer
588 Model
592 Musician
596 Professional Athlete
598 Radio/T.V. Announcer

PUBLIC/PERSONAL SERVICE

511 Archivist (Historical Documents)
515 Barber
519 Cosmetologist
523 Clergy/Religious Worker
531 Custodian
535 Economist
537 Electrologist (Hair Remover)
539 Exterminator
541 Foreign Service Officer
543 Funeral Director
545 Geographer
547 Historian
549 Home Economist
551 Housekeeper
553 Kennel Attendant
555 Librarian
557 Library Clerk
559 Library Technical Assistant
561 Mail Carrier
565 Political Scientist
573 Waiter/Waitress

TRANSPORTATION

575 Airline Flight Attendant
577 Airline Ticket Agent
579 Airplane Pilot
581 Air Traffic Controller
583 Ambulance Driver
585 Bus Driver
587 Flight Engineer
589 Locomotive Engineer
593 Merchant Marine Officer
595 Merchant Marine Sailor
597 Radio Dispatcher
591 Stevedore
599 Truck Driver

MACHINE WORK

612 General Machine Operator
628 Machinist
634 Milling Machine Operator
644 Set-up and Adjustment Worker

MATHEMATICS/SCIENCE

648 Astronomer
654 Biochemist
658 Biologist
664 Biomedical Engineer
668 Cartographer (Map Maker)
674 Chemist
676 Entomologist (Insect Specialist)
678 Food Processing Technician
682 Food Scientist
684 Geologist
686 Mathematician
688 Meteorologist (Weather Specialist)
692 Oceanographer/Marine Biologist
694 Oceanographic Technician
696 Physicist
698 Statistician

WRITING

611 Freelance Writer/Author
615 Journalist
625 Technical Writer
627 Translator

MEDICINE/HEALTH

711 Athletic Trainer
712 Onthoptist (Eye)
713 Cardiopulmonary Technician
714 Pharmacist
715 Chiropractor
716 Physical Therapist
717 Dental Assistant
718 Physical Therapist Assistant
719 Dental Hygienist
721 Physician/Doctor
722 Physician's Assistant
723 Dental Lab Technician
724 Podiatrist (Foot Doctor)
726 Prosthetist/Orthotist
727 Dentist
728 Psychiatric Technician
729 Recreation Therapist
731 Dietician/Nutritionist
732 Registered Nurse
734 Respiratory Therapist
735 E.E.G. Technician (Brain)
736 Sanitarian
738 Speech Pathologist
739 E.K.G. Technician (Heart)
742 Surgical Technician
743 Emergency Medical Technician
744 Veterinarian
746 X-Ray Technician
747 Home Health Aide
751 Hospital Administrator
755 Hospital Admitting Clerk
759 Hospital Attendant/Nurse Assistant
761 Hospital Ward Clerk
765 Industrial Hygienist
767 Licensed Vocational Nurse
773 Medical Assistant
775 Medical Lab Worker
777 Medical Records Administrator
779 Medical Records Technician
783 Music Therapist
785 Nuclear Medical Technician
789 Nutritionist
791 Occupational Therapist
793 Occupational Therapist Assistant
795 Optician/Optomechanical Technician
797 Optometric Assistant
799 Optometrist

888 Other

999 Undecided

"Title VI of the Civil Rights Act states: 'No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.' Therefore VEA programs must be operated in compliance with this law."

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

LAST,	FIRST	M	AGE	SEX	( ) AREA CODE PHONE	STREET	CITY	STATE	ZIP

AGENCY	LOCATION	DATE

ADULT CAREER PLANNING PROFILE

COMPLETED EDUCATION IS:

FUTURE EDUCATIONAL GOAL IS:

DESIRED JOB TRAINING TIME IS:

SCHOOL/WORK STATUS

PHYSICAL LIMITATIONS:

PHYSICAL ABILITIES:

MY STRONGEST APTITUDES ARE:

DESIRED JOB CHARACTERISTICS:

MY PAST EXPERIENCE IS:

MY WORK INTERESTS ARE:

MY INTEREST IN:

DATA IS

PEOPLE IS

THINGS IS

I WOULD LIKE INFORMATION ON:

I PREFER TO WORK:

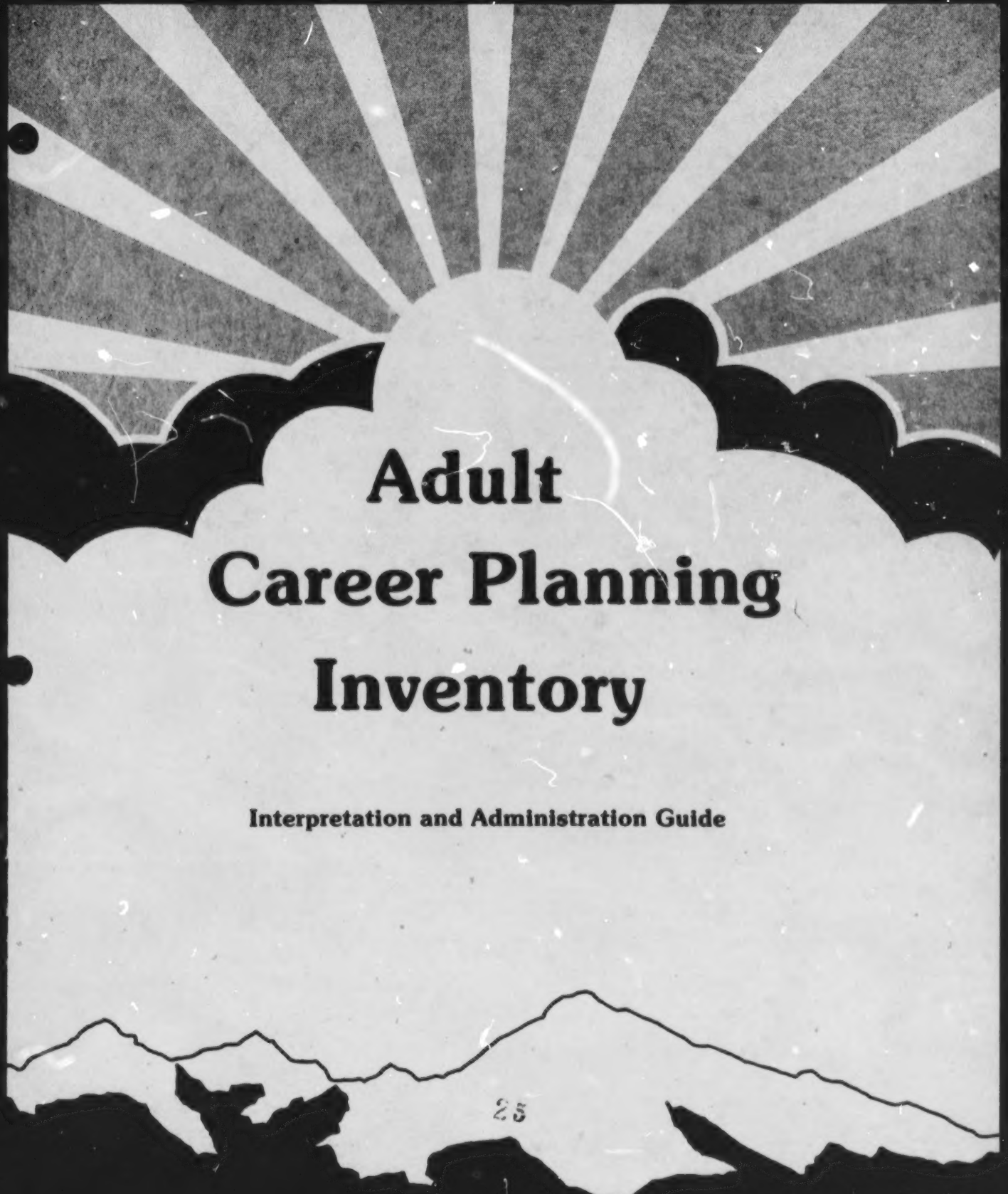
I CAN WORK NOW:

I HAVE RELIABLE TRANS:

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
OTHER JOBS TO EXPLORE										

23

24



Adult Career Planning Inventory

Interpretation and Administration Guide

San Bernardino County Schools Office

ADULT CAREER PLANNING INVENTORY

Administration and Interpretation

"Title VI of the Civil Rights Act states: 'No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.' Therefore VEA programs must be operated in compliance with this law."

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INTRODUCTION

The Adult Career Planning Inventory, (A.C.P.I.) is a needs assessment questionnaire designed to provide adults with information necessary for informed educational and occupational planning.

The Adult C.P.I. process will offer the individual client a better understanding of his or her interests, abilities, and educational objectives as each relates to job performance requirements and training time. This information will help the client make more realistic occupational and career decisions and develop appropriate vocational plans.

The profile format will give the counselor and client a clear picture of needs and perceptions and thus facilitate the decision-making process in terms of formulating and meeting realistic career goals and objectives.

The Adult C.P.I. is not intended to predict or dictate a person's future. Preferably, A.C.P.I. usefulness depends on the information and satisfaction that the client receives while meeting the objectives of the instrument.

Client responses to the A.C.P.I. suggest that the directions are easy to follow and the reading level is easily understood. The majority of those who have taken the instrument are enthusiastic and motivated by the information provided.

The project staff wishes to acknowledge with special thanks, the assistance given to the project by the staff of the California Occupational Information System (COIS). Several of the COIS products and publications were used as part of the content and design of the Adult version of the Career Planning Inventory. Information contained in both the 3rd and 4th editions of the Dictionary of Occupational Titles prepared by the Department of Labor were also incorporated into this system as well.

ADULT CAREER PLANNING INVENTORY HIGHLIGHTS

* Gives the client information to make more informed and realistic occupational and career decisions.

* Provides the counselor with the information necessary to assist the client in making decisions and plans.

* Matches client characteristics, interests, and needs with occupational requirements.

* Offers more than just an interest inventory.

* Contains simple instructions for the client.

* Provides computerized results for more thorough analysis of data.

* Summarizes education and career plans while comparing abilities, interests, self-perceptions, and education plans with Dictionary of Occupational Titles (D.O.T.), information and job characteristics (SVP, GED, physical requirements and demands, worker trait groups, working conditions).

* Includes an Industry-Occupational Matrix line number (IOM) reference for statewide occupational demand projections.

* Available in Spanish.

SUGGESTIONS FOR THE ADMINISTRATOR

A. THE C.P.I. IS A QUESTIONNAIRE, NOT A TEST. When describing this instrument, avoid the word "test", thereby keeping anxiety levels at a minimum. There are no right or wrong answers.

B. The administrator should be thoroughly familiar with the inventory and results prior to administration.

C. The administrator should also understand how the results of the Adult C.P.I. can help clients.

D. Personal familiarity and understanding of the instrument must be conveyed to the clients prior to completing the inventory.

E. A positive client orientation by the person administering the C.P.I. is the one most important factor in obtaining thoughtful and accurate responses. The manner in which the inventory is presented will determine how serious the client's application.

F. The instrument may be administered to any group or individually. A maximum of 25-30 clients is recommended for greatest effectiveness.

. Experience has shown that it is very important for the administrator to read the Adult C.P.I. instructions prior to administration to insure proper completion of the computer cards.

RESULTS AND INTERPRETATION

Results of the Adult C.P.I. are returned to the counselor and client in the form of an individual profile that compares client responses with occupational characteristics. The client's responses to all items are included on the Adult Career Planning Profile sheet and include the following information:

- Highest Education Level Attained
- Amount of Training Time Willing to Spend
- Desired Job Characteristics
- Past Employment Experience
- Physical Demands of the Job
- Immediate Ability to Work
- Future Educational Goal
- Interest in Working with Data, People, or Things
- Self Evaluation of Strongest Aptitudes
- Physical Limitations
- Desired Work Environment and Conditions
- Specific Job Choices

Client responses to the above items can be matched to occupational requirements and characteristics and compared for consistency. As an example, if the client indicates a willingness to spend only 30 days preparing for a job, but selects an occupation such as teacher or biochemist, the counselor can detect the inconsistency between the amount of time the client is willing to spend in job preparation and the actual time required to prepare for the occupation of his or her choice.

Following is a chart of comparisons that may be made between client responses and actual occupational requirements. These comparisons will aid the counselor in providing the client with information and making realistic occupational and educational decisions and plans.

A.C.P.I. ITEM COMPARISON KEY

Client Responses		Occupational Information (D.O.T.)
A. Highest Educational Level B. Future Educational Goal C. Training Time	⟷	Specific Vocational Preparation Time (S.V.P.)
D. Work Interest F. Job Characteristics H. Past Experience	⟷	First Three Job Choices
E. Data, People, Things	⟷	D.O.T. #4th, 5th, 6th Digits
G. Strongest Aptitudes	⟷	General Educational Development Level (G.E.D.)
I. Physical Limitations J. Physical Demands	⟷	Physical Demands
K. Work Environment	⟷	Working Conditions

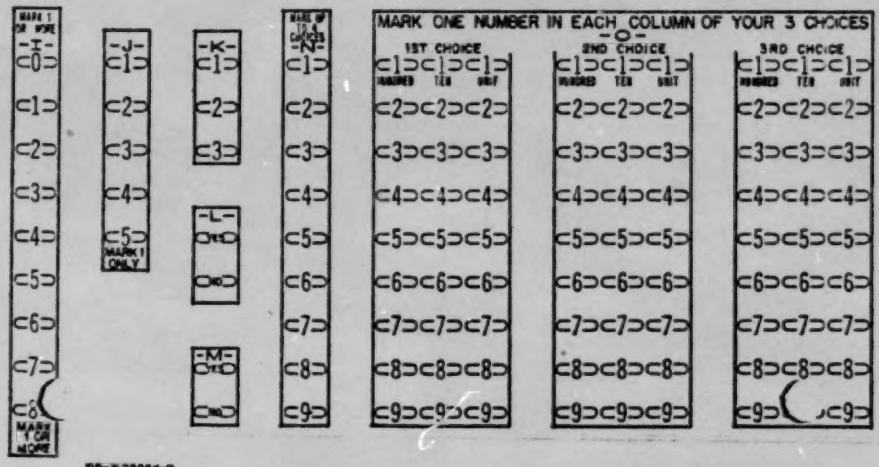
The following sample pages of the Adult Career Planning Profile contain examples of how comparisons can be made between each of the client responses and specific occupational information shown on the profile.

ADULT CAREER PLANNING INVENTORY

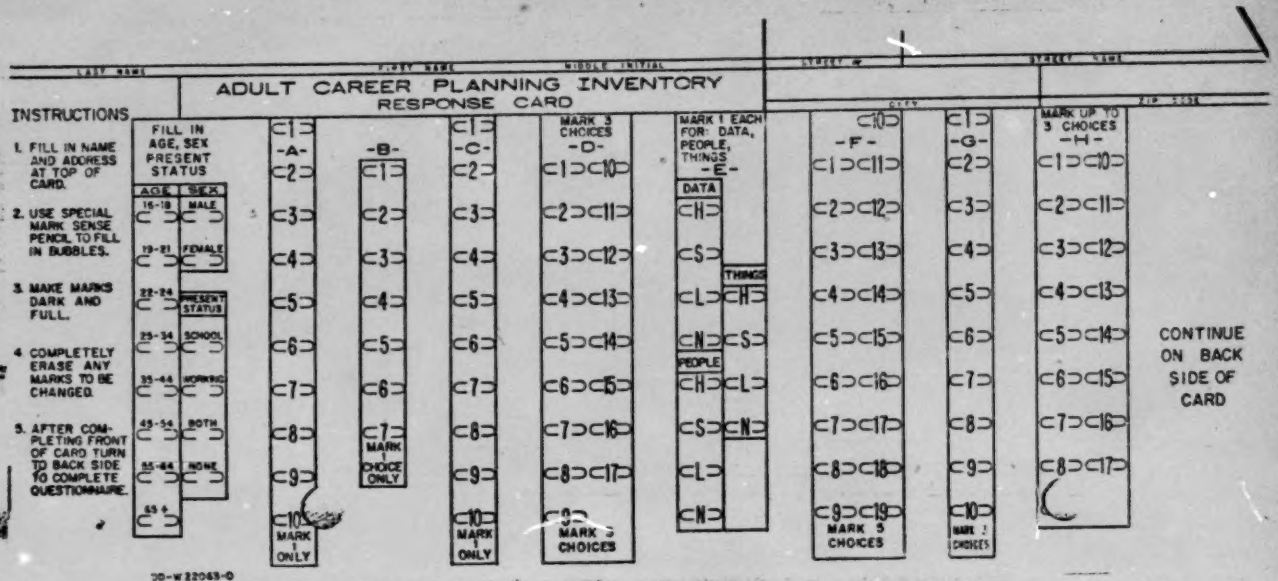
RESPONSE CARD
BACK SIDE

INSTRUCTIONS

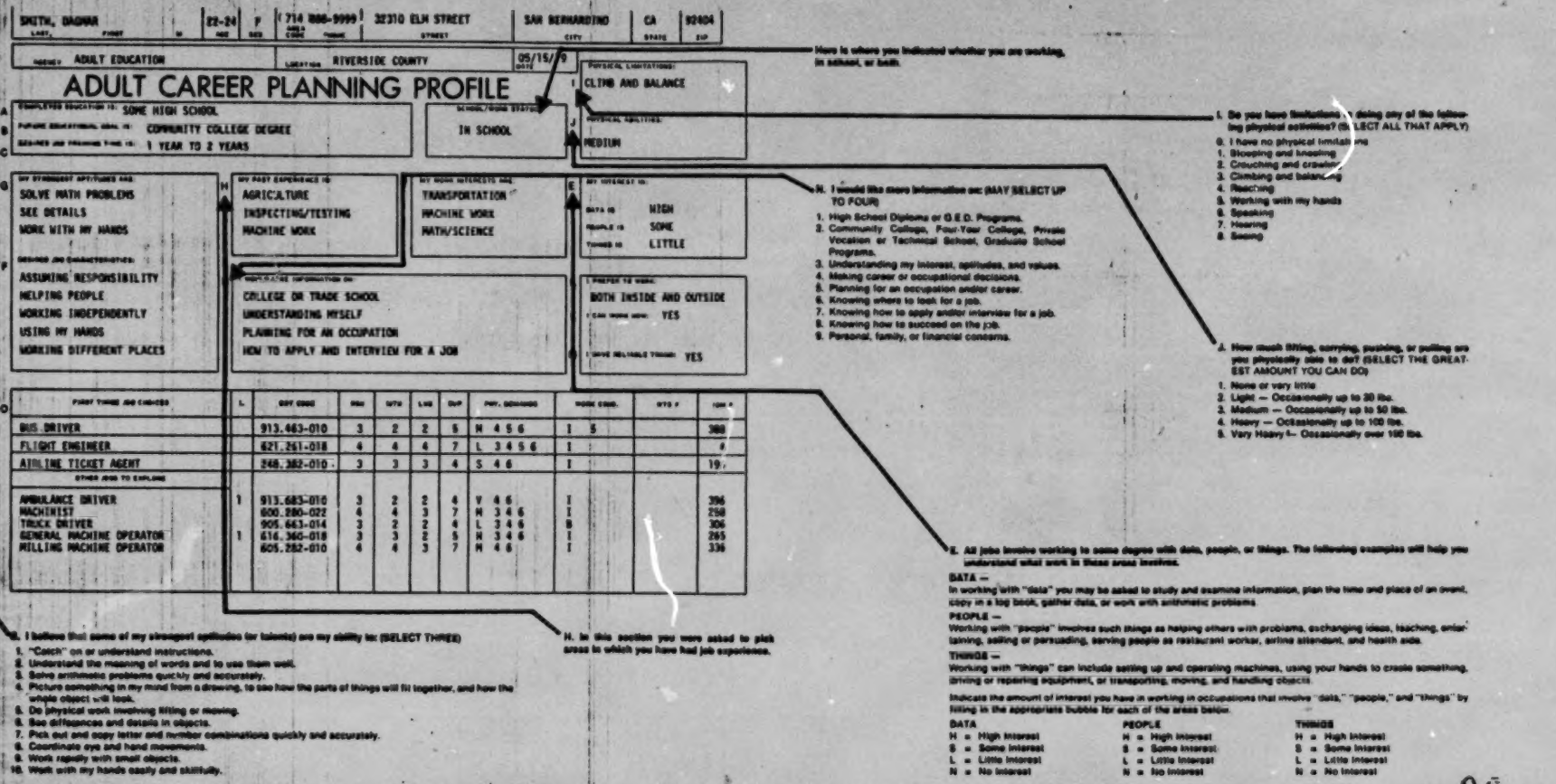
1. USE SPECIAL MARK SENSE PENCIL TO FILL IN BUBBLES.
2. MAKE MARKS DARK AND FULL.
3. COMPLETELY ERASE ANY MARK TO BE CHANGED.
4. MAKE SURE ALL QUESTIONS HAVE BEEN ANSWERED.



DD-P 23944-0


LAST NAME
FIRST NAME
MIDDLE INITIAL
STREET #
STREET NAME
CITY
ZIP CODE
ADULT CAREER PLANNING INVENTORY
RESPONSE CARD
INSTRUCTIONS
1. FILL IN NAME AND ADDRESS AT TOP OF CARD.
2. USE SPECIAL MARK SENSE PENCIL TO FILL IN BUBBLES.
3. MAKE MARKS DARK AND FULL.
4. COMPLETELY ERASE ANY MARKS TO BE CHANGED.
5. AFTER COMPLETING FRONT OF CARD TURN TO BACK SIDE TO COMPLETE QUESTIONNAIRE.
FILL IN AGE, SEX PRESENT STATUS
AGE
SEX
16-18
19-21
22-24
25-34
35-44
45-54
55-64
65 &
MALE
FEMALE
PRESENT STATUS
SCHOOL
WORKING
BOTH
NONE
-A-
-B-
-C-
-D-
MARK 3 CHOICES
-E-
MARK 1 EACH FOR: DATA, PEOPLE, THINGS
DATA
PEOPLE
THINGS
-F-
-G-
-H-
MARK UP TO 3 CHOICES
MARK 1 ONLY
MARK 1 CHOICE ONLY
MARK 3 CHOICES
MARK 5 CHOICES
CONTINUE ON BACK SIDE OF CARD
20-W 22063-0

Explanation Of The Adult Career Planning Profile


SMITH, DIANA | 22-24 | F | (714 888-9999 | 32310 ELM STREET | SAN BERNARDINO | CA | 92404
ADULT EDUCATION | RIVERSIDE COUNTY | 05/15/9
ADULT CAREER PLANNING PROFILE
SOME HIGH SCHOOL
COMMUNITY COLLEGE DEGREE
1 YEAR TO 2 YEARS
IN SCHOOL
CLIMB AND BALANCE
MEDIUM
SOLVE MATH PROBLEMS
SEE DETAILS
WORK WITH MY HANDS
ASSUMING RESPONSIBILITY
HELPING PEOPLE
WORKING INDEPENDENTLY
USING MY HANDS
WORKING DIFFERENT PLACES
AGRICULTURE
INSPECTING/TESTING
MACHINE WORK
TRANSPORTATION
MACHINE WORK
MATH/SCIENCE
COLLEGE OR TRADE SCHOOL
UNDERSTANDING MYSELF
PLANNING FOR AN OCCUPATION
HOW TO APPLY AND INTERVIEW FOR A JOB
DATA IS HIGH
PEOPLE IS SOME
THINGS IS LITTLE
BOTH INSIDE AND OUTSIDE
YES
YES
FIRST THREE JOB CHOICES
BUS DRIVER 913.463-010 3 2 2 5 M 4 5 6 I 5 388
FLIGHT ENGINEER 621.261-018 4 4 4 7 L 3 4 5 6 I #
AIRLINE TICKET AGENT 248.382-010 3 3 3 4 S 4 6 I 19
OTHER JOBS TO EXPLORE
AMBULANCE DRIVER 1 913.683-010 3 2 2 4 V 4 6 I 396
MACHINIST 600.280-022 4 4 3 7 M 3 4 6 I 258
TRUCK DRIVER 905.663-014 3 2 2 4 L 3 4 6 B 306
GENERAL MACHINE OPERATOR 1 616.360-018 3 3 2 5 M 3 4 6 I 265
MILLING MACHINE OPERATOR 605.282-010 4 4 3 7 M 4 6 I 336
Here is where you indicated whether you are working, in school, or both.
I. Do you have limitations in doing any of the following physical activities? (SELECT ALL THAT APPLY)
0. I have no physical limitations
1. Stooping and kneeling
2. Crouching and crawling
3. Climbing and balancing
4. Reaching
5. Working with my hands
6. Speaking
7. Hearing
8. Seeing
H. I would like more information on: (MAY SELECT UP TO FOUR)
1. High School Diploma or G.E.D. Programs.
2. Community College, Four-Year College, Private Vocation or Technical School, Graduate School Programs.
3. Understanding my interest, aptitudes, and values.
4. Making career or occupational decisions.
5. Planning for an occupation and/or career.
6. Knowing where to look for a job.
7. Knowing how to apply and/or interview for a job.
8. Knowing how to succeed on the job.
9. Personal, family, or financial concerns.
J. How much lifting, carrying, pushing, or pulling are you physically able to do? (SELECT THE GREATEST AMOUNT YOU CAN DO)
1. None or very little
2. Light — Occasionally up to 20 lbs.
3. Medium — Occasionally up to 50 lbs.
4. Heavy — Occasionally up to 100 lbs.
5. Very Heavy — Occasionally over 100 lbs.
G. I believe that some of my strongest aptitudes (or talents) are my ability to: (SELECT THREE)
1. "Catch" on or understand instructions.
2. Understand the meaning of words and to use them well.
3. Solve arithmetic problems quickly and accurately.
4. Picture something in my mind from a drawing, to see how the parts of things will fit together, and how the whole object will look.
5. Do physical work involving lifting or moving.
6. See differences and details in objects.
7. Pick out and copy letter and number combinations quickly and accurately.
8. Coordinate eye and hand movements.
9. Work rapidly with small objects.
10. Work with my hands easily and skillfully.
H. In this section you were asked to pick areas in which you have had job experience.
E. All jobs involve working to some degree with data, people, or things. The following examples will help you understand what work in these areas involves.
DATA —
In working with "data" you may be asked to study and examine information, plan the time and place of an event, copy in a log book, gather data, or work with arithmetic problems.
PEOPLE —
Working with "people" involves such things as helping others with problems, exchanging ideas, teaching, entertaining, selling or persuading, serving people as restaurant worker, airline attendant, and health aide.
THINGS —
Working with "things" can include setting up and operating machines, using your hands to create something, driving or repairing equipment, or transporting, moving, and handling objects.
Indicate the amount of interest you have in working in occupations that involve "data," "people," and "things" by filling in the appropriate bubble for each of the areas below.
DATA
H = High Interest
S = Some Interest
L = Little Interest
N = No Interest
PEOPLE
H = High Interest
S = Some Interest
L = Little Interest
N = No Interest
THINGS
H = High Interest
S = Some Interest
L = Little Interest
N = No Interest

SMITH, BARBARA	22-24	F	(714) 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404
AGENCY: ADULT EDUCATION			LOCATION: RIVERSIDE COUNTY			DATE: 05/15/79	

ADULT CAREER PLANNING PROFILE

EDUCATION
These items indicate your completed and/or planned education.

A — COMPLETED EDUCATION TO: SOME HIGH SCHOOL
B — FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE
C — DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL

PHYSICAL LIMITATIONS: CLIMB AND BALANCE
PHYSICAL ABILITIES: MEDIUM

G — MY STRONGEST APTITUDES ARE:
SOLVE MATH PROBLEMS
SEE DETAILS
WORK WITH MY HANDS

H — MY PAST EXPERIENCE IS:
AGRICULTURE
INSPECTING/TESTING
MACHINE WORK

D — MY THING INTERESTS ARE:
TRANSPORTATION
MACHINE WORK
MATH/SCIENCE

E — MY INTEREST IN:
DATA IS: HIGH
PEOPLE IS: SOME
THINGS IS: LITTLE

F — DESIRED JOB CHARACTERISTICS:
ASSUMING RESPONSIBILITY
HELPING PEOPLE
WORKING INDEPENDENTLY
USING MY HANDS
WORKING DIFFERENT PLACES

N — I WOULD LIKE INFORMATION ON:
COLLEGE OR TRADE SCHOOL
UNDERSTANDING MYSELF
PLANNING FOR AN OCCUPATION
HOW TO APPLY AND INTERVIEW FOR A JOB

K — I LIKE TO WORK: BOTH INSIDE AND OUTSIDE
L — I CAN WORK NIGHTS: YES
M — I HAVE RELIABLE TRANSP: YES

B. The following types of work which are of most interest to me at this time are: (SELECT THREE)
1. Art
2. Business Relations
3. Clerical Work
4. Counseling, Guidance, Social Work
5. Trades
6. Education
7. Agriculture
8. Inspecting/Testing
9. Law/Law Enforcement
10. Engineering
11. Entertainment
12. Public/Personal Service
13. Transportation
14. Machine Work
15. Mathematics/Science
16. Writing
17. Medicine/Health

F. I would like a career with the following characteristics: (SELECT FIVE)
1. Assuming responsibility.
2. Directing activities of others.
3. Working under close supervision.
4. Performing the same task over and over.
5. Competing with others for recognition.
6. Working with details — numbers, written materials, or technical data.
7. Seeing the physical results of work.
8. Using my own ideas.
9. Helping people.
10. Working independently.
11. Working as part of a team.
12. Working where physical strength and endurance are required.
13. Working overtime or other than regular business hours.
14. Working with ideas to solve problems.
15. Getting along with others.
16. Working with things using manual skills.
17. Working at one place or confined to a work area.
18. Working in different locations.
19. Motivating and influencing others.

O — FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I S		
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		
AIRLINE TICKET AGENT		248.362-010	3	3	3	4	S 4 6	I		19
OTHER JOB TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	S		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	M 3 4 6	I		285
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

O. FIRST THREE JOB CHOICES
These three job choices are based on your present occupational goals and objectives.

OTHER OCCUPATIONS TO EXPLORE
Includes a few occupations which you may not have thought of originally. However, these jobs were sorted out by the computer based on your responses to work interests, education level and desired job characteristic items on the Adult C.P.I.

COLUMN L
A number in column L indicates that you may have trouble with one or more of the characteristics for that particular job. Example: A "1" indicates you would have a problem with 1 characteristic, a "2," 2 characteristics and so on. This is based on your responses to items I and J.

RSN — MTH — LNG
These index numbers refer to an educational level associated with a worker's performance on a specific job. The "RSN" refers to the worker's ability to reason and follow instruction. The "MTH" and "LNG" relate to skills in mathematics and language associated with performance on this job. For an explanation of the numbers, see your counselor.

SVP
SVP or Specific Vocational Preparation indicates the amount of time required to acquire all skills and information needed for average performance of the job.
1 = short demonstration
2 = up to and including 30 days
3 = from 30 days to 3 months
4 = from 3 months to 6 months
5 = from 6 months to 1 year
6 = from 1 year to 2 years
7 = from 2 years to 4 years
8 = from 4 years to 10 years
9 = over 10 years

PHYSICAL DEMANDS
Physical Demands are those activities required of a worker in a job.
S = Sedentary Work — lifting 10 lbs. max.
L = Light Work — lifting 20 lbs. max.
M = Medium Work — lifting 50 lbs. max.
H = Heavy Work — lifting over 100 lbs. occasionally

1 = lifting, carrying, pushing, pulling
2 = climbing and balancing
3 = stooping, kneeling, crouching and crawling
4 = reaching, handling, fingering, feeling
5 = talking, hearing
6 = seeing

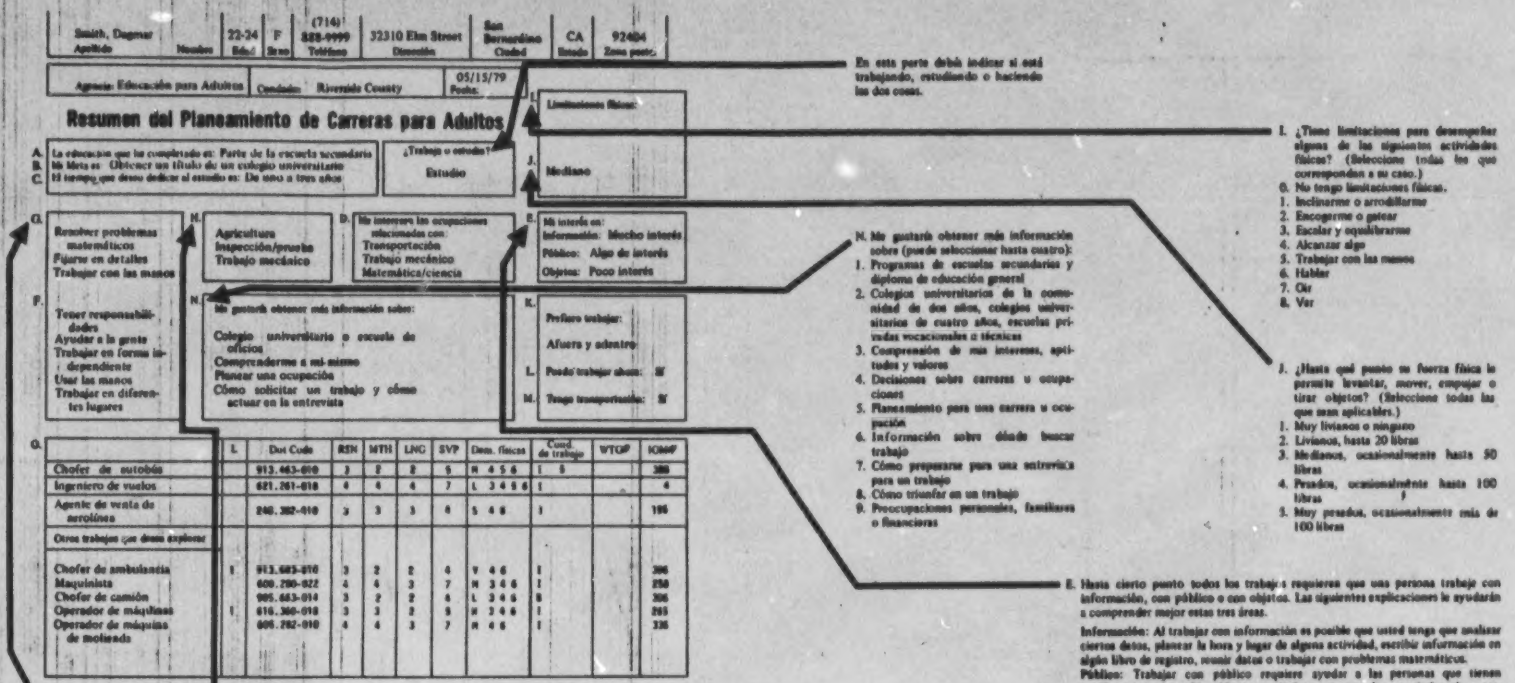
WORKING CONDITIONS
Working conditions are the physical surroundings of a worker in a specific job. They describe the environment in which the worker is expected to perform.
I = Inside
O = Outside
B = Both

2 = Extremes of cold, plus temperature changes
3 = Extremes of heat, plus temperature changes
4 = Wet and humid
5 = Noise and vibration
6 = Hazards
7 = Fumes, odors, toxic conditions, dust, poor ventilation

IOM #
IOM number refers to the Industry-Occupations Matrix from the Manpower Manual. This gives a five year projection for job opportunities and growth and replacement needs.

WORKER TRAIT GROUP #
WTG number refers to a page number in the 4th Edition of the "Dictionary of Occupational Titles" (DOT).

Explicación del Resumen



Smith, Dagmar (Apellido / Nombre)	22-24 (Edad)	F (Sexo)	(714) 888-9999 (Teléfono)	32310 Elm Street (Dirección)	San Bernardino (Ciudad)	CA (Estado)	92404 (Zona post.)

Agencia: Educación para Adultos — Condado: Riverside County — 05/15/79 (Fecha)

Resumen del Planeamiento de Carreras para Adultos

A. La educación que he completado es: Parte de la escuela secundaria
B. Mi Meta es: Obtener un título de un colegio universitario
C. El tiempo que deseo dedicar al estudio es: De uno a tres años

¿Trabaja o estudia? Estudio

J. Mediano

I. Limitaciones físicas:

D. Me interesan las ocupaciones relacionadas con: Transportación / Trabajo mecánico / Matemática/ciencia

E. Mi interés en: Información: Mucho interés / Público: Algo de interés / Objetos: Poco interés

F. Tener responsabilidades / Ayudar a la gente / Trabajar en forma independiente / Usar las manos / Trabajar en diferentes lugares

M. Agricultura / Inspección/prueba / Trabajo mecánico

N. Me gustaría obtener más información sobre: Colegio universitario o escuela de oficios / Comprenderme a mí mismo / Planear una ocupación / Cómo solicitar un trabajo y cómo actuar en la entrevista

K. Prefiero trabajar: Afuera y adentro

L. Puedo trabajar ahora: Sí

M. Tengo transportación: Sí

G.	L.	Dot Code	RSN	MTH	LNG	SVP	Dem. físicos	Cond. de trabajo	WTOP	IOMP
Chofer de autobús		913.463-010	3	2	2	5	N 4 5 6	1 5		388
Ingeniero de vuelos		621.261-018	4	4	4	7	L 3 4 5 6	1		4
Agente de venta de arrolines		248.382-010	3	3	3	6	5 4 6	1		196
Otros trabajos que desea explorar										
Chofer de ambulancia	1	913.683-010	3	2	2	4	V 4 6	1		306
Maquinista		600.280-022	4	4	3	7	N 3 4 6	1		250
Chofer de camión		905.663-014	3	2	2	4	L 3 4 6	B		306
Operador de máquinas	1	616.360-018	3	3	2	5	N 3 4 6	1		295
Operador de máquina de moliendo		606.782-010	4	4	3	7	N 4 6	1		336

G. Creo que tengo más aptitudes y talentos para (seleccione tres):
1. Comprender instrucciones
2. Comprender el significado de las palabras y usarlas correctamente
3. Resolver problemas aritméticos rápida y acertadamente
4. Diseñar algo en mi mente y determinar cómo arreglar las partes y cómo se vería el trabajo total
5. Hacer algún trabajo físico como levantar o mover cosas
6. Notar detalles o diferencias en objetos
7. Copiar letras y números en forma rápida y acertada
8. Coordinar el movimiento de los ojos y los de las manos
9. Trabajar en forma rápida y con objetos pequeños
10. Trabajar con las manos fácil y hábilmente

H. En esta parte se le pedía que indicara las áreas en que ha tenido más experiencia.

En esta parte debía indicar si está trabajando, estudiando o haciendo las dos cosas.

I. ¿Tiene limitaciones para desempeñar algunas de las siguientes actividades físicas? (Seleccione todas las que correspondan a su caso.)
0. No tengo limitaciones físicas.
1. Inclinarme o arrodillarme
2. Encogerme o gatear
3. Escalar y equilibrarme
4. Alcanzar algo
5. Trabajar con las manos
6. Hablar
7. Oír
8. Ver

J. ¿Hasta qué punto su fuerza física le permite levantar, mover, empujar o tirar objetos? (Seleccione todas las que sean aplicables.)
1. Muy livianos o ninguno
2. Livianos, hasta 20 libras
3. Medianos, ocasionalmente hasta 50 libras
4. Pesados, ocasionalmente hasta 100 libras
5. Muy pesados, ocasionalmente más de 100 libras

N. Me gustaría obtener más información sobre (puede seleccionar hasta cuatro):
1. Programas de escuelas secundarias y diploma de educación general
2. Colegios universitarios de la comunidad de dos años, colegios universitarios de cuatro años, escuelas privadas vocacionales o técnicas
3. Comprensión de mis intereses, aptitudes y valores
4. Decisiones sobre carreras u ocupaciones
5. Planeamiento para una carrera u ocupación
6. Información sobre dónde buscar trabajo
7. Cómo prepararse para una entrevista para un trabajo
8. Cómo triunfar en un trabajo
9. Preocupaciones personales, familiares o financieras

E. Hasta cierto punto todos los trabajos requieren que una persona trabaje con información, con público o con objetos. Las siguientes explicaciones le ayudarán a comprender mejor estas tres áreas.

Información: Al trabajar con información es posible que usted tenga que analizar ciertos datos, planear la hora y lugar de alguna actividad, escribir información en algún libro de registro, reunir datos o trabajar con problemas matemáticos.

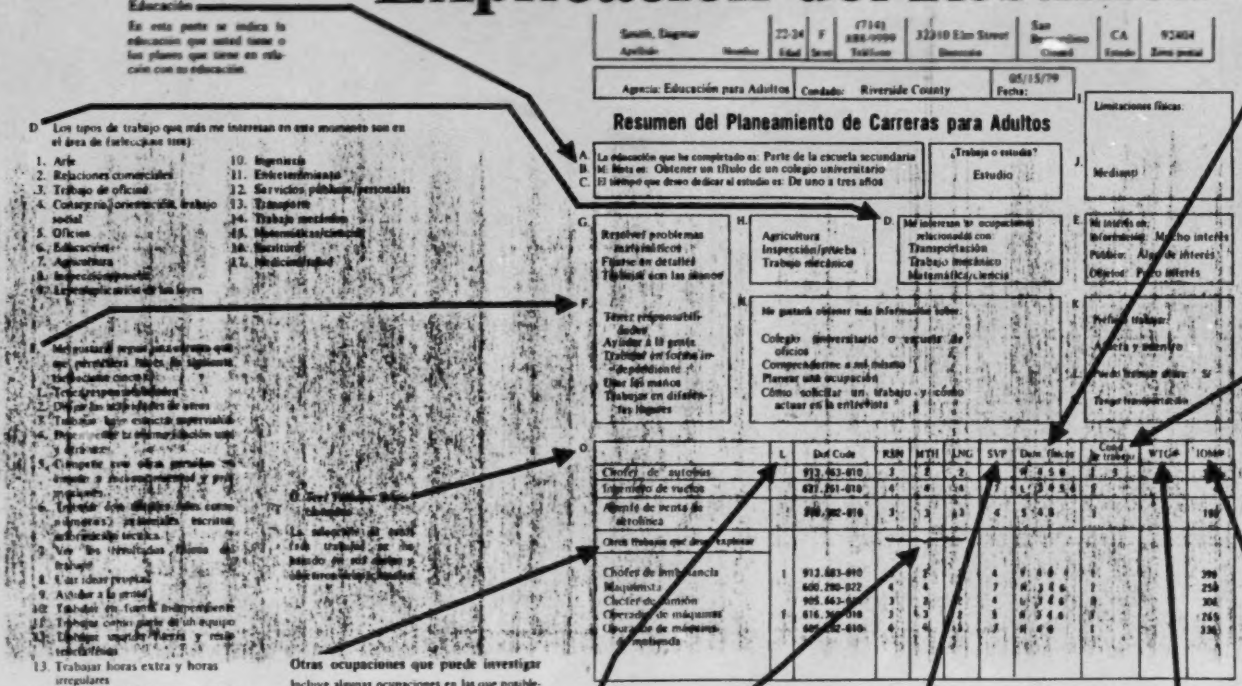
Público: Trabajar con público requiere ayudar a las personas que tienen problemas, intercambiar ideas, enseñarles, entretenerlas, venderles algo, persuadirlas y en algunos casos atenderlas (tales como los empleados de restaurant o auxiliares de vuelo).

Objetos: Trabajar con objetos puede incluir arreglar y operar máquinas, usar las manos para crear algo, manejar u operar algún equipo, o transportar o mover objetos.

Indique el grado de interés que tiene en trabajar en ocupaciones relacionadas con las tres diferentes categorías:

Información	Público	Objetos
H = Mucho interés	H = Mucho interés	H = Mucho interés
S = Algo de interés	S = Algo de interés	S = Algo de interés
L = Poco interés	L = Poco interés	L = Poco interés
N = Ningún interés	N = Ningún interés	N = Ningún interés

Explicación del Resumen



Educación

En esta parte se indica la educación que usted tiene o los planes que tiene en relación con su educación.

D Los tipos de trabajo que más me interesan en este momento son en el área de (selección de tres)

1. Arte
2. Relaciones comerciales
3. Trabajo de oficina
4. Consejería/orientación, trabajo social
5. Oficios
6. Educación
7. Agricultura
8. Inspección/supervisión
9. Interpretación de las leyes
10. Ingeniería
11. Entretenimiento
12. Servicios públicos/personales
13. Transporte
14. Trabajo mecánico
15. Matemáticas/ciencia
16. Escritura
17. Medicina/salud

E Mi postura respecto a las siguientes ocupaciones [illegible]

1. Tener responsabilidades
2. Dirigir las actividades de otros
3. Trabajar bajo estricta supervisión
4. Preocuparme por la comunicación oral y escrita
5. Competir con otra persona en empleo y desempeño personal y profesional
6. Utilizar [illegible] (libros como diccionarios, periódicos, escritos, información técnica)
7. Ver los resultados físicos de mi trabajo
8. Usar ideas propias
9. Ayudar a la gente
10. Trabajar en forma independiente
11. Trabajar como parte de un equipo
12. Trabajar usando fuerza y resistencia física
13. Trabajar horas extra y horas irregulares
14. Contribuir ideas para resolver problemas
15. Desarrollar buenas relaciones con los demás
16. Trabajar en alguna actividad que requiera destreza manual
17. Trabajar en un solo lugar
18. Trabajar en diferentes lugares
19. Motivar e influenciar a otras personas

Otras ocupaciones que puede investigar

Incluye algunas ocupaciones en las que posiblemente usted no ha pensado originalmente. Sin embargo, la computadora seleccionó estas ocupaciones en base a lo que respondió en la Guía de Planeamiento de Carreras para Adultos con respecto a los trabajos que le interesan, a su nivel de educación y a las características que desea que tenga la ocupación.

Columna L

El número de la columna L indica que posiblemente usted tendrá problemas con una o más características de ese trabajo en particular. Por ejemplo "1" significa que usted tendrá problemas con una característica. Un "2" indica que tendrá problemas con dos y así por el estilo. Esta información se basa en sus respuestas a I y a J.

Smith, Eleanor | 22-24 Edad | F Sexo | (714) 686-9999 Teléfono | 32310 Elm Street Dirección | San [illegible] Ciudad | CA Estado | 92404 Zona postal

Agencia: Educación para Adultos | Condado: Riverside County | Fecha: 05/15/79

Resumen del Planeamiento de Carreras para Adultos

A La educación que he completado es: Parte de la escuela secundaria
B Mi meta es: Obtener un título de un colegio universitario
C El tiempo que deseo dedicar al estudio es: De uno a tres años

¿Trabaja o estudia? Estudio

I Limitaciones físicas:

J Mediano

G Resolver problemas matemáticos
Figurar en detalles
Trabajar con las manos

H Agricultura
Inspección/prueba
Trabajo mecánico

D Me interesan las ocupaciones relacionadas con:
Transportación
Trabajo mecánico
Matemáticas/ciencia

E Mi interés en:
Información: Mucho interés
Público: Algún interés
Objetos: Poco interés

F Tener responsabilidades
Ayudar a la gente
Trabajar en forma independiente
Usar las manos
Trabajar en diferentes lugares

M Me gustaría obtener más información sobre:
Colegio universitario o escuela de oficios
Comprenderme a mí mismo
Planear una ocupación
Cómo solicitar un trabajo y cómo actuar en la entrevista

K Prefiero trabajar:
Adentro y afuera
Tiempo de trabajo deseado: 35
Tengo transportación

	L	Def Code	RSN	MTH	LNG	SVP	Demandas físicas	Condiciones de trabajo	WTG #	IOM #
Chofer de autobús		913.463-010	3	2	2	4	M 4 5 6	1 3		198
Inspector de vuelos		621.261-010	4	4	3	7	L 1 2 3 4 5 6	2		
Agente de venta de aerolínea		248.362-010	3	3	3	6	S 1 4 6	3	1	199
Otras Pistas que debe explorar										
Chófer de limusina	1	913.463-010	3	2	2	4	M 4 6	1		198
Maquinista		600.280-022	4	4	3	7	M 3 4 6	1		250
Chofer de camión		905.663-[illegible]	3	2	2	4	L 3 4 6	3		304
Operador de máquinas	1	616.3[illegible]-018	3	3	3	5	M 3 4 6	3		265
Operador de máquinas empleando		609.[illegible]-010	4	4	3	7	M 4 6	1		330

Demandas Físicas

Las demandas físicas son aquellas actividades que el trabajador debe desempeñar en el trabajo.

S = Trabajo sedentario (levantar máximo 10 libras)
L = Trabajo liviano (levantar máximo 20 libras)
M = Trabajo mediano (levantar máximo 50 libras)
H = Trabajo pesado (levantar más de 100 libras ocasionalmente)

1 = Levantar, acarrear, empujar, tirar
2 = Trepar y balancear
3 = Inclinarse, arrodillarse, doblarse y arrastrarse
4 = Alcanzar y tocar algún objeto
5 = Hablar y escuchar
6 = Ver

Condiciones de Trabajo

Las condiciones de trabajo son el ambiente físico que tendrá el trabajador en una ocupación específica. Se describe el ambiente en el cual el trabajador deberá desempeñarse.

1 = Adentro
2 = Afuera
3 = Ambos

2 = En ambientes muy fríos además de cambios de temperatura
3 = En ambientes muy calurosos además de cambios de temperaturas
4 = En ambientes mojados y húmedos
5 = En ambientes con ruido y vibración
6 = En ambientes peligrosos
7 = En ambientes con emanaciones, olores, condiciones tóxicas, polvo y mala ventilación

RSN–MTH–LNG

Los números que aparecen debajo de estas letras se refieren a un nivel de educación asociado con la habilidad de la persona para desarrollar un trabajo específico. Las letras "RSN" se refieren a la habilidad de la persona para razonar y seguir instrucciones. "MTH" y "LNG" se relacionan con los conocimientos en matemáticas e idiomas asociados con el desempeño en el trabajo. Si desea saber el significado de los números, vea a su consejero.

SVP

SVP o Preparación Vocacional Específica (Specific Vocational Preparation) indica el tiempo que necesita para adquirir los conocimientos necesarios para desempeñarse en el trabajo.

1 = demostración corta
2 = hasta 30 días
3 = 30 días a 3 meses
4 = de 3 meses a 6 meses
5 = de 6 meses a 1 año
6 = de 1 año a 2 años
7 = de 2 años a 4 años
8 = de 4 años a 10 años
9 = más de 10 años

Características del Grupo de Trabajo #

El número que aparece bajo WTG se refiere a la cuarta edición del Diccionario de Títulos de Ocupaciones (*Dictionary of Occupational Titles*).

IOM #

El número que aparece bajo IOM se refiere a la lista de ocupaciones que aparece en el *Manual de Manpower*. Este manual proporciona una proyección de las oportunidades de trabajo, del crecimiento de las oportunidades y de la variación de las necesidades dentro de los próximos cinco años.

Response Comparison Charts

LAST	FIRST	M	AGE	SEX	AREA CODE	PHONE	STREET	CITY	STATE	ZIP
SMITH,	DAGMAR		22-24	F	714	888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL

J

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

F DESIRED JOB CHARACTERISTICS:
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

O

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP
SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	04

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS
IN SCHOOL

I PHYSICAL LIMITATIONS:
CLIMB AND BALANCE

J PHYSICAL ABILITIES:
MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

F DESIRED JOB CHARACTERISTICS:
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK:
BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

O

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP
BUS DRIVER		913.463-010	3	2	2	5
FLIGHT ENGINEER		621.261-018	4	4	4	7
AIRLINE TICKET AGENT		248.382-010	3	3	3	4
OTHER JOBS TO EXPLORE						
AMBULANCE DRIVER	1	913.683-010	3	2	2	4
MACHINIST		600.280-022	4	4	3	7
TRUCK DRIVER		905.663-014	3	2	2	4
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7

The comparison between (A.) highest education completed, (B.) future educational goal, and (C.) training time and specific vocational preparation (SVP) will suggest if any discrepancy exists between the amount of training time the client is willing to undertake and that required of their selected occupational choices.

See page 30 for an explanation of SVP.

LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP
SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

J PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

F DESIRED JOB CHARACTERISTICS:
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

O

FIRST THREE JOB CHOICES	L
BUS DRIVER	
FLIGHT ENGINEER	
AIRLINE TICKET AGENT	
OTHER JOBS TO EXPLORE	
AMBULANCE DRIVER	1
MACHINIST	
TRUCK DRIVER	
GENERAL MACHINE OPERATOR	1
MILLING MACHINE OPERATOR	

A general comparison between (D.) work interest, (F.) job characteristics and first three job choices will indicate if the client has selected occupational choices based on current interests, related characteristics, and past experience. A negative comparison here might indicate confusion or a lack of understanding on behalf of the client.

See page 19 for further explanation.

LAST,	FIRST	M	AGE	SEX	AREA CODE	PHONE	STREET	CITY	STATE	ZIP
SMITH,	DAGMAR		22-24	F	(714	888-9999	2310 ELM STREET	SAN BERNARDINO	CA	9 4

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

J PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

DESIRED JOB CHARACTERISTICS:

F
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

11

In the instructions on the Adult CPI, the client is asked to fill in the appropriate blank indicating whether they are currently working, going to school, both or neither.

This information appears on the profile in the school/work status box.

LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP
SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL (J)

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:
- DATA IS HIGH
- PEOPLE IS SOME
- THINGS IS LITTLE

F DESIRED JOB CHARACTERISTICS:
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

FIRST THREE JOB CHOICES	L	DOT CODE
BUS DRIVER		913.463-010
FLIGHT ENGINEER		621.261-018
AIRLINE TICKET AGENT		248.382-010
OTHER JOBS TO EXPLORE		
AMBULANCE DRIVER	1	913.683-010
MACHINIST		600.280-022
TRUCK DRIVER		905.663-014
GENERAL MACHINE OPERATOR	1	616.360-018
MILLING MACHINE OPERATOR		605.282-010

A comparison of the client's responses to the Data, People, and Things item, and the 4th, 5th, & 6th digits in the DOT code will indicate how the client's job choices match expressed interests in working with data, people, and things.

For an accurate interpretation of this section, it is important to refer to page 21 for a detailed explanation of the Data, People, and Things index numbers.

LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP
SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL (J)

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

DESIRED JOB CHARACTERISTICS:

F
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

O FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG
BUS DRIVER		913.463-010	3	2	2
FLIGHT ENGINEER		621.261-018	4	4	4
AIRLINE TICKET AGENT		248.382-010	3	3	3
OTHER JOBS TO EXPLORE					
AMBULANCE DRIVER	1	913.683-010	3	2	2
MACHINIST		600.280-022	4	4	3
TRUCK DRIVER		905.663-014	3	2	2
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2
MILLING MACHINE OPERATOR		605.282-010	4	4	3

A comparison between (G.) the client's feelings about aptitudes and general educational development (GED) level offers insight into the client's perception of their aptitudes and how this relates to specific GED requirements. Coupled with any previous data from achievement or aptitude tests such as the Basic Occupational Literacy Test (BOLT) or General Aptitude Test Battery (GATB), this information can be used to help a client establish a reachable goal.

See page 28 for further explanation.

LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP
SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	92404

AGENCY	LOCATION	DATE
ADULT EDUCATION	RIVERSIDE COUNTY	05/15/79

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

J PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
SOLVE MATH PROBLEMS
SEE DETAILS
WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
AGRICULTURE
INSPECTING/TESTING
MACHINE WORK

D MY WORK INTERESTS ARE:
TRANSPORTATION
MACHINE WORK
MATH/SCIENCE

E MY INTEREST IN:
DATA IS HIGH
PEOPLE IS SOME
THINGS IS LITTLE

F DESIRED JOB CHARACTERISTICS:
ASSUMING RESPONSIBILITY
HELPING PEOPLE
WORKING INDEPENDENTLY
USING MY HANDS
WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
COLLEGE OR TRADE SCHOOL
UNDERSTANDING MYSELF
PLANNING FOR AN OCCUPATION
HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

14

O

PHY. DEMANDS	WORK COND.	WTG #	IOM #
M 4 5 6	I 5		388
L 3 4 5 6	I		4
S 4 6	I		196
V 4 6	I		396
M 3 4 6	I		258
L 3 4 6	B		306
H 3 4 6	I		265
M 4 6	I		336

Comparing the client's responses on (I.) physical limitations and (J.) physical abilities with the physical demands identified with a specific occupation will indicate whether or not the client is physically able to perform tasks required on the job.

See page 32 for further explanation.

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SMITH, DAGMAR	22-24	F	(714 888-9999	32310 ELM STREET	SAN BERNARDINO	CA	[illegible]04
LAST, FIRST M	AGE	SEX	AREA CODE PHONE	STREET	CITY	STATE	ZIP

AGENCY ADULT EDUCATION	LOCATION RIVERSIDE COUNTY	05/15/79 DATE

ADULT CAREER PLANNING PROFILE

A COMPLETED EDUCATION IS: SOME HIGH SCHOOL

B FUTURE EDUCATIONAL GOAL IS: COMMUNITY COLLEGE DEGREE

C DESIRED JOB TRAINING TIME IS: 1 YEAR TO 2 YEARS

SCHOOL/WORK STATUS: IN SCHOOL (J)

I PHYSICAL LIMITATIONS: CLIMB AND BALANCE

PHYSICAL ABILITIES: MEDIUM

G MY STRONGEST APTITUDES ARE:
- SOLVE MATH PROBLEMS
- SEE DETAILS
- WORK WITH MY HANDS

H MY PAST EXPERIENCE IS:
- AGRICULTURE
- INSPECTING/TESTING
- MACHINE WORK

D MY WORK INTERESTS ARE:
- TRANSPORTATION
- MACHINE WORK
- MATH/SCIENCE

E MY INTEREST IN:

DATA IS	HIGH
PEOPLE IS	SOME
THINGS IS	LITTLE

DESIRED JOB CHARACTERISTICS:

F
- ASSUMING RESPONSIBILITY
- HELPING PEOPLE
- WORKING INDEPENDENTLY
- USING MY HANDS
- WORKING DIFFERENT PLACES

N I WOULD LIKE INFORMATION ON:
- COLLEGE OR TRADE SCHOOL
- UNDERSTANDING MYSELF
- PLANNING FOR AN OCCUPATION
- HOW TO APPLY AND INTERVIEW FOR A JOB

K I PREFER TO WORK: BOTH INSIDE AND OUTSIDE

L I CAN WORK NOW: YES

M I HAVE RELIABLE TRANS: YES

15

O

WORK COND.	WTG #	IOM #
I 5		388
I		4
I		196
I		396
I		258
B		306
I		265
I		336

The comparison of the client's work environment preference response (K) with actual working conditions of the specific job, will indicate if the client's perception of the desired work environment matches that required by the selected occupations.

See page 36 for a more detailed explanation of working conditions.

Item "O" Interpretation Charts

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		393
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

The following pages contain explanations of the different items included in Adult C.P.I. item "O". The information in item "O" was obtained from Dictionary of Occupational Titles (D.O.T.)[1] data, and the Industry-Occupational Matrix (I.O.M.)[2]. The latter document is available for selected standard metropolitan statistical areas in California and for the state as a whole.

The sections included in item "O" are as follows:

Client's Three Job Choices by D.O.T. Title

D.O.T. Code

(RSN) Reasoning

(MTH) Math

(LNG) Language

(S.V.P.) Specific Vocational Preparation (Time)

Physical Demands

Working Conditions

(W.T.G.) Worker Trait Group

(I.O.M.) Industry-Occupation Matrix

Other Jobs to Explore

1. Dictionary of Occupational Titles, Fourth Edition, U.S. Department of Labor, 1977
2. Manpower 1975-1980, State of California Employment Development Department, 1976.

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

First three Job Choices (A) include the three occupations selected by the client from the 329 occupations listed in item "O" of the Adult C.P.I. The occupations are listed in 17 different categories.

"Other Jobs to Explore" are sorted out by the computer, based on the client's responses to Items D - Worker Interest; A or B - Education; and F - Job Characteristics. These occupations may not have been identified initially by the client, however they match favorably with the three key response areas indicated on the profile.

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

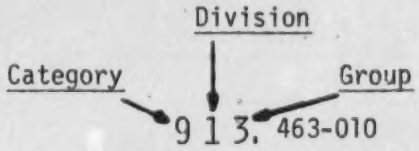
A number in column L indicates to the counselor that the client may have difficulty performing one or more of the tasks required on one or more of the three jobs they chose, or a related occupation because of a physical limitation.

This information is based on the client's response to Item I, Physical Limitations. A number 1 in column L indicates that the client may have problems with at least one of the physical requirements of the occupation they have selected. A number 2 in column L would indicate a problem with two physical requirements, a number 3 in column L would indicate a problem with three physical requirements, and so on.

EXAMPLE: The client may be required to climb and balance in the occupation she/he has chosen, however, in Item H, Physical Demands, the client has indicated she/he cannot climb and balance. There would be a number 1 in column L indicating a problem meeting one physical requirement of the job.

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

Each occupation in the D.O.T. is assigned a nine-digit code. This code is designed to denote the kind and level of work performed.



The first three digits of the D.O.T. code identify occupational Categories, Divisions and Groups. This numerical arrangement provides for a way of grouping all jobs in the United States economy according to the skills, knowledge, and understandings involved in satisfactorily performing those jobs.

Categories - (first digit) are the most general of the occupational groupings. They include:

1. Professional, Technical, and Managerial Occupations.
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Bench Work Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

Divisions - (second digit) are a further breakdown of the categories based on knowledge, skills, technology, activity, equipment, materials, or techniques required by a cluster of occupations.

Groups - (third digit) are a more detailed breakdown of divisions. They are still more specific, and represent products, materials, subject matter, or services associated with occupational groupings.

Code Digits 4-5-6

Every job requires a worker to function in some manner with Data, People, and Things. These relationships are identified and explained below. They appear in the form of three listings arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job.

A job's relationship to Data, People and Things can be expressed in terms of the lowest numbered function in each sequence. These functions taken together indicate the total level of complexity at which the worker performs. The fourth, fifth and sixth digits of the occupational code numbers reflect relationships to Data, People and Things, respectively.[2] These digits express a job's relationship to Data, People and Things by identifying the highest appropriate function in each listing as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
	7 Serving	7 Handling
	8 Taking Instructions Helping	

Definitions of Worker Functions

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1. As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierachy only in the most general sense.

2. Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determination and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Working relationship with people rather than a level of relationship

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency. A variety of responsibilities is involved in this function.

4 Diverting: Amusing others. (Usually accomplished through the medium of stage, screen, television, or radio).

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

8 Taking Instructions-Helping: Helping applies to "non-learning" helpers. No variety of responsibility is involved in this function.

THINGS: Inanimate objects as distinguished from human beings, substances, or materials; machines, tools, equipment and products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment. Operating machines involves setting up and adjusting the machine or material(s) as the work progresses. Controlling involves observing gages, dials, etc., and turning valves and other devices to regulate factors such as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace changing machines, paving machines, and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

The three digits of an occupational code corresponding to Data, People, and Things for a Bus Driver are as follows:

Middle three digits express what the worker does in relation to Data, People and Things.

In the example above, the numbers indicate that the worker's relationship to Data is at hierarchy level 4 for "Computing"; the relationship to People is at level 6, which is described as "Speaking-Signaling", and the relationship to Things is at level 3 for "Driving-Operating". The numbers provide a description of the worker's functional activities in this particular job. The worker's activities involve analyzing data and performing precision work with things and objects. Contacts with people, although a part of the job, are relatively less involved in the satisfactory performance of the work. All jobs can be expressed in this way.

The assignment of digits 4-5-6 of a DOT code to any given job is made regardless of the area of technology involved. The functional code in the above example of .463 may apply to many jobs in many different areas of technology besides the Occupational Group 913, if it correctly indicates what the worker does and the first specifying in what area of technology the work is being done. The resulting combination provides a thumbnail sketch of the job.

Inference of Complexity in Digits 4-5-6

The Data, People, and Things hierarchy levels are arranged in what is meant to be a descending scale of functional complexity. The lower numbers represent more complex or higher skill levels. For example, with this numbering system, it is inferred that a job having the last three digits of .281 is of a "higher skill level" than a job coded .685.

THIS TYPE OF INFERENCE CAN BE USEFUL IN COMPARING DIFFERENT JOBS, BUT IT SHOULD ONLY BE APPLIED IF THE JOBS ARE IN THE SAME OCCUPATIONAL GROUP, I.E., HAVE THE SAME FIRST THREE DIGITS. IN ADDITION, IT MUST BE KEPT FIRMLY IN MIND THAT THE DATA, PEOPLE, AND THINGS LEVELS ARE DESCRIPTIVE CONCEPTS, RATHER THAN QUANTITATIVE MEASURES, AND AS SUCH, DO NOT ALWAYS REPRESENT THE FULLEST EXPRESSION OF JOB COMPLEXITY.

The interpretation of the client responses to this item and to the job choices needs careful attention. The interest patterns expressed by the client in this item may or may not have any relationship to ability.

The following chart is a general guideline for relating the client interest choices to the 4-5-6 digit DOT codes. Note the separation of the "People" category from "Data" and "Things".

Data and Things

4-5-6 Digit DOT Codes	Client Interest Choices
1 & 2	High Interest
3 & 4	Some Interest
5 & 6	Little Interest
7	No Interest

People

The index for people requires a different interpretation. This category indicates the working relationship involved with the worker and other people.

It does not necessarily represent a range of difficulty or complexity, but rather the requirements for interacting with individuals as part of job performance.

Code Digits 7-8-9

The third group of three digits, 7-8-9, provides a unique suffix code for each job title defined in the DOT. The suffix code differentiates particular jobs within six-digit job titles. Where a six-digit code number is applied to only one job title, the suffix code is 010. Jobs that have identical six-digit DOT codes, begin with the 010 suffix code and progress in additive steps of four, such as 014, 018, 022. For example, the six-digit DOT title, Bus Driver (913.463), is further differentiated into the following nine-digit job titles:

913.463-010 Bus Driver
913.463-014 Bus Driver, School
913.463-018 Taxi Driver
913.463-022 Transit Operator

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

The basic concept of General Educational Development is that some amount of general education and/or life experience is necessary for the satisfactory performance of any given job. This amount varies according to the nature and complexity of the job.

GED is defined as follows:

> General Educational Development embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisitions of "tool" knowledges, such as language and mathematical skills. It is education of a general nature which does not have a recognized, fairly specific, occupational objective. Ordinarily, such education is obtained in elementary school, high school, or college. It also derives from experience and individual study.

The basic GED is subdivided into three factors: reasoning development, mathematics development, and language development. The numbered CHART A following was published in the Third Edition of the D.O.T. to define the six levels of each of these GED factors. An occupational analyst, when rating jobs according to the GED scale, considers the worker's ability to reason and follow instructions required by the job. He also considers the extent to which the work situation dealt with is standardized or involves variables. He determines the mathematical and language skills necessary to carry out the job duties. Considering each of the three GED factors separately, the analyst then ascertains which level best expresses the requirements of the job. After these considerations, a number from the GED chart is assigned.

CHART A

GENERAL EDUCATIONAL DEVELOPMENT

Level	Reasoning Development	Mathematical Development	Language Development
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Comprehension and expression of a level to— —Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. Prepare and draw up deeds, leases, wills, mortgages, and contracts. —Prepare and deliver lectures on politics, economics, education, or science. —Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygiene, or marital relations. —Evaluate engineering technical data to design buildings and bridges.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.		
4	Apply principles of rational systems [1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Comprehension and expression of a level to— —Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative. —Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. —Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3	Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals, and percentages.	Comprehension and expression of a level to— —File, post, and mail such material as forms, checks, receipts, and bills. —Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy.
2	Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	—Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys or economic studies. —Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.
1	Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Comprehension and expression of a level to— —Learn job duties from oral instructions or demonstration. —Write identifying information, such as name and address of customer, weight, number, or type of product, on tags or slips. —Request orally, or in writing, such supplies as linen, soap, or work materials.

[1] Examples of "principles of rational systems" are: Bookkeeping, internal combustion engines, electric wiring systems, house building, nursing, farm management, ship sailing.

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BUS DRIVER		913.463-010	3	2	2	5	M 4 5 6	I 5		388
FLIGHT ENGINEER		621.261-018	4	4	4	7	L 3 4 5 6	I		4
AIRLINE TICKET AGENT		248.382-010	3	3	3	4	S 4 6	I		196
OTHER JOBS TO EXPLORE										
AMBULANCE DRIVER	1	913.683-010	3	2	2	4	V 4 6	I		396
MACHINIST		600.280-022	4	4	3	7	M 3 4 6	I		258
TRUCK DRIVER		905.663-014	3	2	2	4	L 3 4 6	B		306
GENERAL MACHINE OPERATOR	1	616.360-018	3	3	2	5	H 3 4 6	I		265
MILLING MACHINE OPERATOR		605.282-010	4	4	3	7	M 4 6	I		336

The idea underlying Specific Vocational Preparation is that some amount of time is required to learn the techniques, develop the facility, and acquire the information for average performance in a specific job. It also involves any amount of practice time needed to apply the learning in order to reach a level of average performance.

SVP is defined as follows:

> The amount of time required to learn the techniques, acquire information, and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional, or a vocational environment. It does not include orientation training required of even every fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes training given in any of the following circumstances:

a. Vocational Education (such as high school, commercial, or shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective);

b. Apprentice training (for apprenticeable jobs only);

c. In-plant training (given by an employer in the form of organized classroom study);

d. On-the-job training (servicing as learner to trainee on-the-job under the instruction of a qualified worker);

e. Essential experience in other jobs (serving in less responsible jobs which lead to the higher grade job or serving in other jobs which qualify.

In order to express the amount of Specific Vocational Preparation required by various jobs, the following scale of time periods has been established:

Level	Time
1	Short demonstration only
2	Anything beyond short demonstration up to and including 30 days
3	Over 30 days up to and including 3 months
4	Over 3 months up to and including 6 months
5	Over 6 months up to and including 1 year
6	Over 1 year up to and including 2 years
7	Over 2 years up to and including 4 years
8	Over 4 years up to and including 10 years
9	Over 10 years

SVP does not represent just the amount of time required to learn a job. It also involves any amount of practice time needed to apply the learning in order to reach a level of average performance. This can be illustrated in the case of the bus driver. An inexperienced driver may "learn how" to operate a bus within a few days, but it will be some weeks, perhaps months, before the person develops the competence of average bus driving. It is important to note that SVP is always measured by performance.

The amount of time needed for Specific Vocational Preparation is also an indicator of the complexity of a job. There are actually three factors which influence the assigning of SVP to a specific occupation. These factors have to do with different aspects of job complexity. They are:

1) learning the techniques of the job
2) acquiring the necessary job knowledge
3) developing performance competency

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Physical demands are those physical activities required of a worker in a job.

The physical demands listed serve as a means of expressing both the physical requirements of the job and the physical capacities (specific physical traits) a worker must have to meet the requirements. For example, "seeing" is the name of a physical demand required by many jobs (perceiving by the sense of vision), and also the name of a specific capacity possessed by many people (having the power of sight). The worker must possess physical capacities at least in an amount equal to the physical demands made by the job.

THE FACTORS

Physical demands factor Number 1 (Lifting, Carrying, Pushing, and/or Pulling) is further defined by five degrees: S - sedentary work, L - light work, M - medium work, H - heavy work, V - very heavy work.

1. *Lifting, Carrying, Pushing, and/or Pulling (Strength)*: These are primary "strength" physical requirements, and, generally speaking, a person who engages in one of these activities can engage in all.

   Specifically, each of these activities can be described as:

   (1) *Lifting*: Raising or lowering an object from one level to another (includes upward pulling).

(2) *Carrying:* Transporting an object, usually holding it in the hands or arms or on the shoulder.

(3) *Pushing:* Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions).

(4) *Pulling:* Exerting force upon an object so that the object moves toward the force (includes jerking).

The five degrees of Physical Demands Factor Number 1 (Lifting, Carrying, Pushing, and/or Pulling), are as follows:

S SEDENTARY WORK

Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

L LIGHT WORK

Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

M MEDIUM WORK

Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs.

H HEAVY WORK

Lifting 100 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 50 lbs.

V VERY HEAVY WORK

Lifting objects in excess of 100 lbs. with frequent lifting and/or carrying of objects weighing 50 lbs. or more.

2. *Climbing and/or Balancing:*

(1) *Climbing:* Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms.

(2) *Balancing:* Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

3. *Stooping, Kneeling, Crouching, and/or Crawling:*

(1) *Stooping:* Bending the body downward and forward by bending the spine at the waist.

(2) *Kneeling:* Bending the legs at the knees to come to rest on the knee or knees.

(3) *Crouching:* Bending the body downward and forward by bending the legs and spine.

(4) *Crawling:* Moving about on the hands and knees or hands and feet.

4. *Reaching, Handling, Fingering and/or Feeling:*

(1) *Reaching:* Extending the hands and arms in any direction.

(2) *Handling:* Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved).

(3) *Fingering:* Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).

(4) *Feeling:* Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the finger tips.

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5. *Talking and/or Hearing:*

(1) *Talking:* Expressing or exchanging ideas by means of the spoken word.

(2) *Hearing:* Perceiving the nature of sounds by the ear.

6. *Seeing:*

Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are: (1) acuity, far and near, (2) depth perception, (3) field of vision, (4) accommodation, (5) color vision. The functions are defined as follows:

(1) Acuity, far - clarity of vision at 20 feet or more.

Acuity, near - clarity of vision at 20 inches or less.

(2) Depth perception- three dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.

(3) Field of vision - the area that can be seen up and down or to the right or left while the eyes are fixed on a given point.

(4) Accommodation - adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye.

(5) Color vision - the ability to identify and distinguish colors.

FIRST THREE JOB CHOICES	L	DOT CODE	RSN	MTH	LNG	SVP	PHY. DEMANDS	WORK COND.	WTG #	IOM #
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Working conditions are the physical surrounding of a worker in a specific job. They describe the environment in which the worker is expected to perform.

1. *Inside, Outside, or Both:*

   I *Inside:* Protection from weather conditions, but not necessarily from temperature changes.

   O *Outside:* No effective protection from weather.

   B *Both:* Inside and outside.

A job is considered "inside" if the worker spends approximately 75 percent or more of his time inside, and "outside" if he spends approximately 75 percent or more of his time outside. A job is considered "both" if the activities occur inside or outside in approximately equal amounts.

2. *Extremes of Cold, Plus Temperature Changes:*

   (1) *Extremes of Cold:* Temperature sufficiently low to cause marked bodily discomfort unless the worker is provided with exceptional protection.

   (2) *Temperature Changes:* Variations in temperature which are sufficiently marked and abrupt to cause noticeable bodily reactions.

3. *Extremes of Heat, Plus Temperature Changes:*

   (1) *Extremes of Heat:* Temperature sufficiently high to cause marked bodily discomfort unless the worker is provided with exceptional protection.

   (2) *Temperatures Changes:* Same as 2(2).

4. *Wet and Humid:*

   (1) *Wet:* Contact with water or other liquids.

   (2) *Humid:* Atmospheric condition with moisture content sufficiently high to cause marked bodily discomfort.

5. *Noise and Vibration:*

   Sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to the sense of hearing, and/or sufficient vibration (production of an oscillating movement or strain on the body or its extremities from repeated motion or shock) to cause bodily harm if endured day after day.

6. *Hazards:*

   Situations in which the individual is exposed to the definite risk of bodily injury.

7. *Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation:*

   (1) *Fumes:* Smoky or vaporous exhalations, usually odorous, thrown off as the result of combustion or chemical reaction.

   (2) *Odors:* Noxious smells, either toxic or nontoxic.

   (3) *Toxic Conditions:* Exposure to toxic dust, fumes, gases, vapors, mists, or liquids which cause general or localized disabling conditions as a result of inhalation or action on the skin.

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Due to a delay in printing and distribution of the Supplement to the 4th Edition D.O.T., an explanation of Item J, W.T.G.# is not available at this time.

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Industry-Occupations Matrix line number (IOM Line #) gives the line of Table 4 in the Manpower 1975-80 publications at the State and Standard Metropolitan Statistical Area levels, indicating job opportunities from industrial change and replacement needs for 470 occupational groups in California over a 5 year period. Line numbers are listed in Tables 3 and 4 of the Manpower 1975-80 publication.

All IOM line numbers can be found in California Manpower 1975-80. Only selected numbers are included in individual SMSA Manpower reports, depending upon the industry-occupation profile of the geographic area. Missing line numbers for a particular SMSA indicate that the occupational group has very limited or no employment opportunities in the SMSA.

CONCLUSION

The Adult Career Planning Inventory Profile offers motivation for adults to explore occupations or groups of occupations that are consistent with their expressed interests, aptitudes, job characteristics, and educational plans. It gives them direction in exploring the job market, thus saving the client valuable time in their search for a suitable occupation.

The Adult CPI Profile has also proven to be an invaluable counseling aide. Each response on the profile offers a tool for the counselor to use in the formulation of the client's career plans.

With the help of the counselor and insights received from the profile, the client will have a new perspective from which to approach occupational goals.

Guía para el Planeamiento de Carreras para Adultos

Oficina del Superintendente de Escuelas del Condado de San Bernardino
Roy C Hill, Superintendente

Introducción

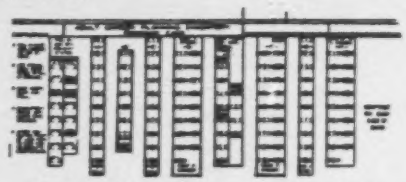
Esta es una guía para el planeamiento de carreras. **No es una prueba.**

Las siguientes preguntas se relacionan con sus planes en cuanto a educación y a trabajo. Cada pregunta es importante.

Sus respuestas ayudarán a identificar sus metas educacionales y de trabajo, y proporcionarán información sobre las áreas que más le interesan.

Instrucciones

1. Lea cada pregunta cuidadosamente antes de responder.
2. Marque todas las respuestas en su tarjeta de respuesta, usando un lápiz especial.
3. Borre completamente cualquier marca cuando desee cambiar alguna respuesta.
4. Escriba con letra imprenta su nombre, dirección y zona postal en la parte de arriba de su tarjeta de respuesta.
5. Indique si actualmente usted está: asistiendo a la escuela, trabajando, haciendo las dos cosas o ninguna.
6. Indique su edad y sexo en el lado izquierdo de su tarjeta de respuestas. (Esta información se usará solamente con propósitos estadísticos.)
7. Recuerde que es muy importante que rellene completamente las cajitas de respuesta. Si no están totalmente rellenas, es posible que sus resultados no sean exactos.
8. Asegúrese de marcar el número correcto de todas sus respuestas.
   Si una pregunta indica que "marque sólo una respuesta," rellene sólo una cajita.
   Si dice "marque hasta tres respuestas," usted puede marcar una, dos o tres respuestas.



A. El nivel más alto de educación o entrenamiento que he completado es (seleccione uno):

1. Escuela elemental
2. Parte de la escuela secundaria
3. Graduación de la escuela secundaria
4. Curso de artes u oficios
5. Escuela vocacional o técnica privada
6. Colegio universitario de la comunidad de dos años
7. Graduación de un colegio universitario
8. Colegio universitario de cuatro años
9. Graduación de un colegio universitario de cuatro años
10. Graduación de un colegio universitario o de una universidad

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B. Para el futuro mi meta en cuanto a educación o entrenamiento es la siguiente (seleccione una):

1. Graduarme de una escuela secundaria o tomar la prueba equivalente a graduación.
2. Aprender algún oficio o arte.
3. Graduarme de una escuela técnica o vocacional privada.
4. Graduarme de un colegio universitario.
5. Graduarme de un colegio universitario de cuatro años.
6. Graduarme de una universidad o colegio universitario.
7. No he planeado continuar mi entrenamiento o educación.

C. Podría dedicar el siguiente período de tiempo para entrenamiento en la ocupación que he elegido (seleccione una):

1. Un período corto para demostración.
2. Hasta 30 días.
3. 30 días hasta 3 meses.
4. 3 meses hasta 6 meses.
5. 6 meses hasta 1 año.
6. 1 año a 2 años.
7. 2 años a 4 años.
8. 4 años a 10 años.
9. Más de 10 años.
10. No tengo planes de estudiar ahora.

D. Los tipos de trabajo que más me interesan en el presente son los siguientes (seleccione tres):

1. **Arte**: Pintor, fotógrafo, diseñador, arquitecto, etc.
2. **Relaciones comerciales**: Contador, programador de computadoras, vendedor de autos, corredor de propiedades, administrador de supermercados, etc.
3. **Trabajo de oficina**: Cajero de banco, secretaria, operador de teléfono, empleado de supermercado, etc.
4. **Consejería, orientación, servicio social**: Consejero, coordinador de actividades de recreación, persona que cuida niños, oficial correccional, etc.
5. **Oficios**: Plomero, carpintero, mecánico, cocinero, soldador, empleado de gasolinera, laminador en metal, etc.
6. **Educación**: Maestro, técnico en orientación de carreras, instructor en educación vocacional, etc.
7. **Agricultura**: Cuidador de animales, jardinero, agricultor, maderero, granjero, etc.
8. **Inspección/prueba**: Examinador de práctica para manejar, inspector de partes que forman una máquina, inspector de materials, etc.
9. **Leyes/aplicación de las leyes**: Policía, guardia de seguridad, bombero, guardia de fronteras, etc.
10. **Ingeniería**: Ingeniero civil, topógrafo, ingeniero industrial, dibujante, etc.
11. **Actividades de entretenimiento**: Actor, actriz, modelo, bailarina, atleta profesional, etc.
12. **Servicios públicos o privados**: Peluquero, cosmetólogo, cuidador, mensajero, camarera, exterminador, mesero, etc.
13. **Transportes**: Auxiliar de vuelo, chofer de autobús, chofer de ambulancia, estibador, chofer de camión, etc.
14. **Trabajos mecánicos**: Operador de una máquina, maquinista, moldeador, etc.
15. **Matemáticas/ciencias**: Dibujante de mapas, experto en estadísticas, geólogo, biólogo, etc.
16. **Escritura**: Reportero, escritor independiente, traductor, escritor técnico, etc.
17. **Medicina/salud**: Entrenador atlético, ayudante de dentista, técnico en electroencéfalograma, laboratorista, ayudante de enfermera, técnico en rayos X, etc.

E. Hasta cierto punto todos los trabajos requieren que una persona trabaje con información, con público o con objetos. Las siguientes explicaciones le ayudarán a comprender mejor estas tres áreas.

Información: Al trabajar con información, es posible que usted tenga que analizar ciertos datos, planear la hora y lugar de alguna actividad, escribir información en algún libro de registro, reunir datos o trabajar con problemas matemáticos.

Público: Trabajar con público requiere ayudar a las personas que tienen problemas, intercambiar ideas, enseñarles, entretenerlas, venderles algo, persuadirlas y en algunos casos atenderlas (tales como los empleados de restaurant o las auxiliares de vuelo).

Objetos: Trabajar con objetos puede incluir arreglar y operar máquinas, usar las manos para crear algo, manejar u operar algún equipo, o transportar o mover objetos.

Indique el grado de interés que tiene en trabajar en ocupaciones relacionadas con las tres diferentes categorías:

Información	Público	Objetos
H = Mucho interés	H = Mucho interés	H = Mucho interés
S = Algo de interés	S = Algo de interés	S = Algo de interés
L = Poco interés	L = Poco interés	L = Poco interés
N = Ningún interés	N = Ningún interés	N = Ningún interés

F. Me gustaría seguir una carrera que me permitiera hacer lo siguiente (seleccione cinco):

1. Tener responsabilidades.
2. Dirigir las actividades de otros.
3. Trabajar bajo estricta supervisión.
4. Desempeñar la misma función una y otra vez.
5. Competir con otras personas en cuanto a reconocimientos y promociones.
6. Trabajar con detalles tales como números, materiales escritos o información técnica.

7. Ver los resultados físicos del trabajo.
8. Usar mis propias ideas.
9. Ayudar a la gente.
10. Trabajar en forma independiente.
11. Trabajar como parte de un equipo.
12. Trabajar usando fuerza y resistencia física.
13. Trabajar horas extra y horas irregulares.
14. Contribuir ideas para resolver problemas.
15. Desarrollar buenas relaciones con los demás.
16. Trabajar en alguna actividad que requiera destreza manual.
17. Trabajar en un solo lugar.
18. Trabajar en diferentes lugares.
19. Motivar e influenciar a otras personas.

G. Creo que tengo más aptitudes y talentos para (seleccione tres):

1. Comprender instrucciones.
2. Comprender el significado de las palabras y usarlas correctamente.
3. Resolver problemas aritméticos rápida y acertadamente.
4. Diseñar algo en mi mente y determinar cómo arreglar las partes y como se vería el trabajo total.
5. Hacer algún trabajo físico, como levantar o mover objetos.
6. Notar detalles o diferencias en objetos.
7. Copiar letras y números en forma rápida y acertada.
8. Coordinar el movimiento de los ojos y los de las manos.
9. Trabajar en forma rápida y con objetos pequeños.
10. Trabajar con las manos fácil y hábilmente.

H. La mayor parte de mi experiencia de trabajo la he adquirido en una ocupación que corresponde a la siguiente área (puede seleccionar hasta tres):

1. **Arte**: Pintor, fotógrafo, diseñador, arquitecto, etc.
2. **Relaciones comerciales**: Contador, programador de computadoras, vendedor de autos, corredor de propiedades, administrador de supermercados, etc.
3. **Trabajo de oficina**: Cajero de banco, secretaria, operador de teléfono, empleado de supermercado, etc.
4. **Consejería, orientación, servicio social**: Consejero, coordinador de actividades de recreación, persona que cuida niños, oficial correccional, etc.
5. **Oficios**: Plomero, carpintero, mecánico, cocinero, soldador, empleado de gasolinera, laminador en metal, etc.
6. **Educación**: Maestro, técnico en orientación de carreras, instructor en educación vocacional, etc.
7. **Agricultura**: Cuidador de animales, jardinero, agricultor, maderero, granjero, etc.
8. **Inspección/prueba**: Examinador de práctica para manejar, inspector de partes que forman una máquina, inspector de materiales, etc.
9. **Leyes/aplicación de las leyes**: Policía, guardia de seguridad, bombero, guardia de fronteras, etc.
10. **Ingeniería**: Ingeniero civil, topógrafo, ingeniero industrial, dibujante, etc.
11. **Actividades de entretenimiento**: Actor, actriz, modelo, bailarina, atleta profesional, etc.
12. **Servicios públicos o privados**: Peluquero, cosmetólogo, cuidador, mensajero, camarera, exterminador, mesero, etc.
13. **Transportes**: Auxiliar de vuelo, chofer de autobús, chofer de ambulancia, estibador, chofer de camión, etc.
14. **Trabajos mecánicos**: Operador de una máquina, maquinista, moldeador, etc.
15. **Matemáticas/ciencias**: Dibujante de mapas, experto en estadísticas, geólogo, biólogo, etc.
16. **Escritura**: Reportero, escritor independiente, traductor, escritor técnico, etc.
17. **Medicina/salud**: Entrenador atlético, asistente de dentista, técnico en electroencéfalograma, laboratorista, ayudante de enfermera, técnico en rayos X, etc.

Dé vuelta su tarjeta de respuesta y continúe.

I. ¿Tiene limitaciones para desempeñar alguna de las siguientes actividades físicas? (Seleccione todas las que correspondan a su caso.)

0. No tengo limitaciones físicas.
1. Inclinarme o arrodillarme.
2. Encogerme o gatear.
3. Escalar y equilibrarme.

4. Alcanzar algo.
5. Trabajar con las manos.
6. Hablar.
7. Oir.
8. Ver.

J. ¿Hasta qué punto su fuerza física le permite levantar, mover, empujar o tirar objetos? (Seleccione todas las que sean aplicables.)

1. Muy livianos o ninguno
2. Livianos, hasta 20 libras
3. Medianos, ocasionalmente hasta 50 libras
4. Pesados, ocasionalmente hasta 100 libras
5. Muy pesados, ocasionalmente hasta 100 libras

K. Preferiría trabajar (seleccione uno):

1. Adentro
2. Afuera
3. Me da lo mismo

L. Responda esta pregunta solamente si actualmente no tiene empleo.

¿Hay alguna razón por la que usted no puede trabajar actualmente?

1. Sí
2. No

M. ¿Tiene medios de transportación para movilizarse al lugar de entrenamiento y de trabajo y desde estos lugares a su casa?

1. Sí
2. No

N. Me gustaría obtener más información sobre (puede seleccionar hasta cuatro):

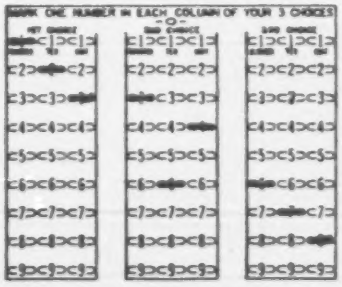
1. Programas de escuelas secundarias y diplomas de educación general
2. Colegios universitarios de la comunidad de dos años, colegios universitarios de cuatro años, escuelas privadas vocacionales o técnicas
3. Comprensión de mis intereses, aptitudes y valores
4. Decisiones sobre carreras u ocupaciones
5. Planeamiento para una carrera u ocupación
6. Información sobre dónde buscar trabajo
7. Cómo prepararse para una entrevista para un trabajo
8. Cómo triunfar en un trabajo
9. Preocupaciones personales, familiares o financieras

O. De las siguientes carreras u ocupaciones, seleccione las TRES que más le interesan. Al hacer esta selección, tenga presente sus metas y objetivos ocupacionales o de carreras. Marque el número de tres dígitos al frente de cada uno de los tres títulos de carreras u ocupaciones en su tarjeta de respuesta como se ilustra en el ejemplo. Si los trabajos que más le interesan no aparecen en la lista, elija los que tengan más relación con ellos. Aunque no sea exactamente la carrera u ocupación que a usted le gusta, seguramente los requisitos serán similares. Recuerde que debe escribir el número de tres dígitos de cada una de las tres carreras u ocupaciones que seleccione en su tarjeta de respuesta.

GUIA PARA EL PLANEAMIENTO DE CARRERAS

Ejemplo:

Primera elección 123
Segunda elección 364
Tercera elección 678



La lista de ocupaciones comienza en la próxima página.

Ocupaciones

Arte

114 Artista
124 Caricaturista
128 Artista comercial
132 Decorador
136 Dibujante de modas
138 Diseñador de modas
142 Diseñador floral/florista
148 Diseñador industrial
154 Decorador y diseñador de interiores
158 Diseñador de jardines
162 Diseñador de ilustraciones relacionadas con la medicina
166 Operador de filmadora
176 Fotógrafo
178 Pintor de letreros

Relaciones Comerciales

111 Contador
113 Actuario
115 Agente de publicidad
117 Subastador
119 Vendedor de automóviles
123 Vendedor de repuestos de automóviles
127 Gerente de instituciones financieras
129 Evaluador de reclamos
133 Examinador de reclamos
137 Operador de computadoras
141 Programador de computadoras
145 Gerente de créditos
149 Persona encargada de comprar mercadería para abastecer tiendas
151 Gerente administrativo de una oficina o de un hotel
153 Gerente de hotel
155 Gerente de industria del tráfico (Industry traffic manager)
157 Agente de seguros
159 Operador de máquina perforadora de tarjetas
163 Representante de ventas de una fábrica
165 Técnico en estudios de mercado
167 Gerente de una oficina
171 Administrador público
172 Relacionador público
175 Gerente de compras
177 Evaluador de propiedades
179 Corredor de propiedades
181 Gerente de restaurant
183 Coordinador de compra de terrenos para servicios públicos (right of way agent)
185 Corredor de la bolsa
187 Director de supermercado
189 Gerente de supermercado
191 Analista de sistemas
193 Agente de viajes
195 Agente de seguros
197 Vendedor de mercadería al por mayor

Trabajos de Oficina

211 Empleado de banco
215 Cajero de banco
219 Oficial administrativo
221 Cajero
225 Empleado de una oficina
229 Taquígrafo
239 Reportero de la corte
241 Operador de máquinas duplicadoras
243 Archivero
245 Empleado de almacén o supermercado
247 Empleado de hotel o motel
249 Recepcionista
251 Vendedor de tienda
257 Secretaria
259 Despachador y recibidor
261 Empleado a cargo de estadísticas
265 Empleado encargado del abastecimiento de una tienda
267 Operador de teléfonos
269 Oficial de imprenta que compone los moldes que se han de imprimir

Consejería Orientación, Trabajo Social

277 Consejero
279 Oficial de una casa correccional
283 Criminólogo
287 Entrevistador de personas que buscan empleo
291 Sicólogo
293 Director de actividades de recreación
295 Ayudante de servicios sociales
297 Trabajador social
299 Sociólogo
273 Persona que cuida niños

Oficios

311 Mecánico en aire acondicionado, calefacción y refrigeración
314 Contratista
315 Mecánico de aviones
316 Cocinero
318 Mecánico diesel
319 Mecánico en montaje de partes de aviones
322 Modisto
323 Técnico en artículos eléctricos
324 Mecánico en montaje de artículos eléctricos
326 Electricista
327 Operario encargado de aislación/asbestos
328 Reparador de señales eléctricas
331 Mecánico de carrocería de automóviles
334 Galvanizador eléctrico
335 Mecánico de automóviles
336 Constructor de asensores
338 Mecánico de equipos agrícolas
339 Pintor de automóviles
342 Instalador de cubiertas para pisos
343 Gerente de servicos de automóviles
344 Fundidor
346 Tapizador de muebles
347 Mecánico de transmisión de autos
348 Vidriero
351 Reparador de bicicletas
352 Armero
355 Calderero
356 Operador de equipo pesado
358 Mecánico de máquinas industriales
359 Encuadernador
361 Mecánico de máquinas de bolos
364 Reparador de instrumentos
365 Ladrillador
366 Persona que trabaja con acero
368 Joyero
369 Reparador de máquinas de oficina
372 Listonador
373 Carpintero en muebles de madera
374 Empleado de lavandería
376 Pintor litográfico
377 Carpintero
378 Cerrajero
381 Albañil
382 Montador de ejes, poleas, transmisiones
384 Mecánico de botes a motor
385 Buceador comercial
386 Mecánico de motocicletas
388 Reparador de instrumentos musicales
389 Componedor, oficial de imprenta
392 Persona que inspecciona los autos nuevos
393 Técnico en reparación de computadoras
394 Operario de mina de petróleo
396 Pintor, empapelador
397 Inspector de construcciones
398 Fotograbador
412 Técnico en laboratorio de fotografía
414 Yesero o enyesador
416 Plomero
418 Operador de camiones y grúas a poder
422 Operador de prensa de imprenta
424 Constructor de techos
426 Empleado de una estación de servicio
428 Operador de máquinas de coser
432 Laminador en metal
434 Zapatero
436 Ingeniero encargado de la operación de máquinas estacionarias (stationary engineer)
438 Cortador de piedra, escultor
442 Reparador de cuadros de distribución
444 Sastre
446 Instalador de teléfono
448 Operador de líneas de teléfono
452 Embaldosador
454 Persona que hace herramientas y moldes
456 Persona que programa maquinarias (tool programmer)
458 Mecánico de camiones y buses
462 Técnico en reparación de radio y TV
464 Mecánico de distribuidores automáticos
466 Operador de planta de aguas desechables
468 Reparador de relojes
472 Soldador

Educación

474 Técnico en información sobre carreras
476 Maestro de escuela elemental
478 Instructor de vuelo
482 Maestro de jardín infantil
486 Maestro de colegio universitario
488 Ayudante de maestro
492 Maestro de niños excepcionales
494 Supervisor de personas en entrenamiento
496 Maestro de escuela secundaria

Agronomía

411 Agrónomo (campo, cosechas, tierras)
415 Cuidador de animales
419 Pescador comercial
423 Agente agrícola de un condado

427 Agricultor de cosechas y frutales
431 Agricultor (lechería y ganadería)
435 Vinicultor
439 Herrador
443 Cuidador de peces y animales
447 Silvicultor, guardabosques
455 Técnico forestal
459 Jardinero
461 Entrenador y criador de caballos
463 Horticultor
465 Labrador
467 Empleado de jardín comercial/diseñador de jardines
469 Guardamayor de parques
471 Hacendado dedicado a la crianza de cerdos
473 Persona que aboga por la conservación de la tierra
475 Tecnólogo en maderas

Inspección/pruebas

481 Inspector general
479 Inspector de programas de salud

Leyes/cumplimiento de la ley

485 Oficial de control de fronteras/agente de inmigración
487 Agente del F.B.I.
489 Bombero
491 Abogado
493 Asistente legal
495 Oficial de policía
497 Oficial encargado de los prisioneros en libertad a prueba y bajo palabra
499 Guardia de seguridad

Ingeniería

514 Ingeniero aeroespacial
518 Arquitecto
528 Ingeniero químico
534 Ingeniero civil
538 Dibujante técnico
544 Dibujante
548 Ingeniero eléctrico
554 Técnico electrónico
558 Ingeniero industrial
564 Ingeniero mecánico
566 Ingeniero metalúrgico
568 Arquitecto naval
576 Topógrafo
578 Diseñador de herramientas

Entretenimiento

582 Actor, actriz
584 Operador de filmadora
586 Bailarina
588 Modelo
592 Músico
596 Atleta profesional
598 Anunciador de radio y TV

Servicios Personales o Públicos

511 Archivero de documentos históricos
515 Peluquero
523 Sacerdote, religioso, etc.
519 Cosmetólogo
531 Cuidador
535 Economista
537 Electrólogo (depilador con aguja electrificada)
539 Exterminador
541 Oficial de servicio al extranjero
543 Director de funerales
545 Geógrafo
547 Historiador
549 Economista del hogar
551 Ama de casa
553 Empleado de una perrera
555 Bibliotecario
557 Empleado de biblioteca
559 Ayudante técnico de biblioteca
561 Cartero
565 Experto en ciencias políticas
573 Empleado de restaurant

Transportación

575 Auxiliar de vuelo
577 Agente de ventas de pasajes aéreos
579 Piloto de aerolínea
581 Persona que dirige el tráfico aéreo
583 Chofer de ambulancia
585 Chofer de autobús
587 Ingeniero de vuelos
589 Ingeniero de locomotoras
593 Oficial de la marina mercante
595 Marinero de la marina mercante
597 Despachador de radio (dispatcher)
591 Estivador
599 Chofer de camión

Trabajo Mecánico

612 Operador de máquinas
628 Maquinista
634 Operador de máquina de aserradero
644 Operario que instala y ajusta máquinas

Matemáticas/ciencias

648 Astrónomo
654 Bioquímico
658 Biólogo
664 Ingeniero biomédico
668 Cartógrafo (persona que hace mapas)
674 Farmacéutico
676 Entomólogo (persona que estudia los insectos)
678 Técnico en procesamiento de alimentos
682 Cientista en alimentos
684 Geólogo
686 Matemático
688 Meteorólogo (especialista en tiempo)
692 Oceanógrafo (biología marina)
694 Técnico en oceanografía
696 Fisicista
698 Persona encargada de estadísticas

Escritura

611 Escritor independiente/autor
615 Periodista
625 Escritor técnico
627 Traductor

Medicina/salud

711 Entrenador en atletismo
713 Técnico cardiopulmonar
715 Quiropráctico
717 Asistente dental
719 Higienista dental
723 Técnico en laboratorio dental
727 Dentista
731 Dietista/nutriólogo
735 Técnico en electroencéfalograma
739 Técnico en electrocardiograma
743 Técnico en medicina de emergencia
747 Ayudante de salud en el hogar
751 Administrador de hospital
755 Empleado de admisiones de un hospital
759 Ayudante de hospital/ayudante de enfermera
761 Empleado de la custodia de un hospital
765 Higienista industrial
767 Enfermera vocacional licenciada
773 Ayudante de médico
775 Ayudante de laboratorio médico
777 Administrador de los records médicos
779 Técnico de los records médicos
783 Terapeuta en música
785 Técnico en medicina nuclear
789 Nutriólogo
791 Terapeuta ocupacional
793 Ayudante de terapeuta ocupacional
795 Técnico en óptica
797 Ayudante de técnico en óptica
799 Oculista
712 Oculista ortopédico
714 Farmaceuta
715 Terapeuta físico
718 Ayudante de terapeuta físico
721 Médico
722 Ayudante de médico
724 Médico especialista en pies
726 Médico especialista en prótesis
728 Técnico siquiatra
729 Terapeuta en recreación
732 Enfermera registrada
734 Terapeuta en respiración
736 Perito en sanidad
738 Patólogo en la habilidad de hablar
742 Técnico en cirujía
744 Veterinario
746 Técnico en rayos X
880 Otro
999 No he decidido.

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